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IDENTIFIERS	*Career Development Project for Tribal Girls

ABSTRACT

To help American Indian girls understand some of the many career opportunities which are available to them, this unit provides information on two job clusters; one cluster consists of a group of 15 related jobs, and the other is a group based on school subjects. The unit includes ideas for field trips and guest speakers, and it offers a variety of learning experiences as a means of exploring career opportunities. A work orientation questionnaire helps girls to decide if they are more task-oriented or people-oriented. For the older girls (15-18), there is an extensive section on employment trends and prospects. The leaders' guide contains detailed instructions for conducting the learning activities for girls aged 9 to 11, 12 to 14, and 15 to 18. There is also a list of supplemental material which may be ordered. (CM)

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Career Opportunities

by Cathaleen Finley

Choices & Careers
Free To Choose

UWEX Cooperative Extension Programs
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Career Opportunities

Book II

by Cathaleen Finley

About The Author

Cathaleen Finley is an associate professor in the Department of Family Development, University of Wisconsin—Extension.

1978

About The Program

"Career Opportunities" has been developed as part of the project Choices & Careers, Free to Choose, a career development project for tribal girls. The project was developed with the assistance of tribal women in Wisconsin and was funded with special needs funds from Extension Service-USDA.

Fact Sheet

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Career Opportunities – Unit for Girls

Choices and Careers
Free To Choose

"Career Opportunities" is an attempt to help girls understand some of the many career opportunities which are available to them.

Information is provided on job clusters, both by job orientation and school subjects. Ideas for field trips and guest speakers are included. A variety of learning experiences are provided as a means of exploring career opportunities.

The unit includes a leaders guide (W2GX6), Career Opportunities, Book II (W3GM6) and Career Opportunities, Book III (W3GO6).

As a supplement to the unit you might wish to purchase the Handbook of Job Facts for $6.00 from Science Research Associates, Inc., 259 E. Erie Street, Chicago, Illinois 60611, I Can Be Anything for $4.50 paperback from College Board Publication Orders, Box 2815, Princeton, New Jersey 08540, and the Occupational Outlook Handbook for $6.85 from Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402.

The Career Education Directory can be ordered from Wisconsin Board of Vocational, Technical and Adult Education, 211 N. Carroll, Madison, Wisconsin 53703, as can Opportunities Through Education. The Introduction to the University System can be ordered from Statewide Communications, University of Wisconsin System, 1856 Van Hise Hall, Madison, Wisconsin 53706.

The slide set, Women, Today, and Tommorrow can be ordered from Community Programs, 401 Extension Building, 432 N. Lake Street, Madison, Wisconsin 53706.

About The Author

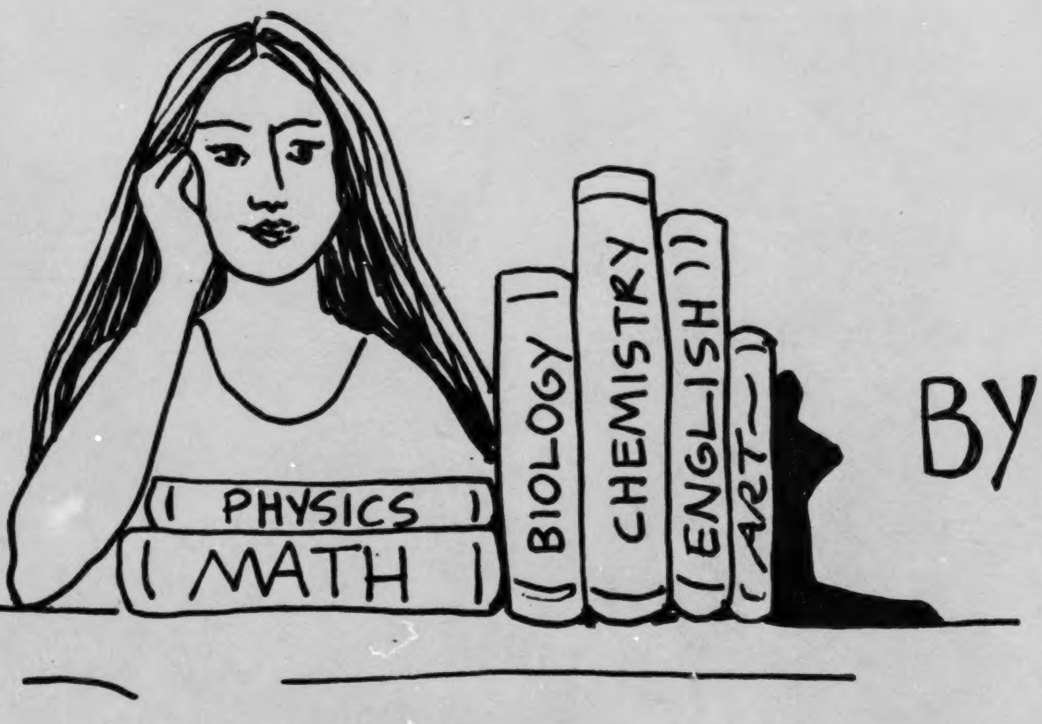
Cathaleen Finley is an associate professor in the Department of Family Development, University of Wisconsin—Extension. Amy Martin did the illustrations for the unit.

About The Program

"Career Opportunities" has been developed as part of the project Choices & Careers, Free to Choose, a career development project for tribal girls. The project was developed with the assistance of tribal women in Wisconsin and funded with special needs funds from Extension Service—USDA.

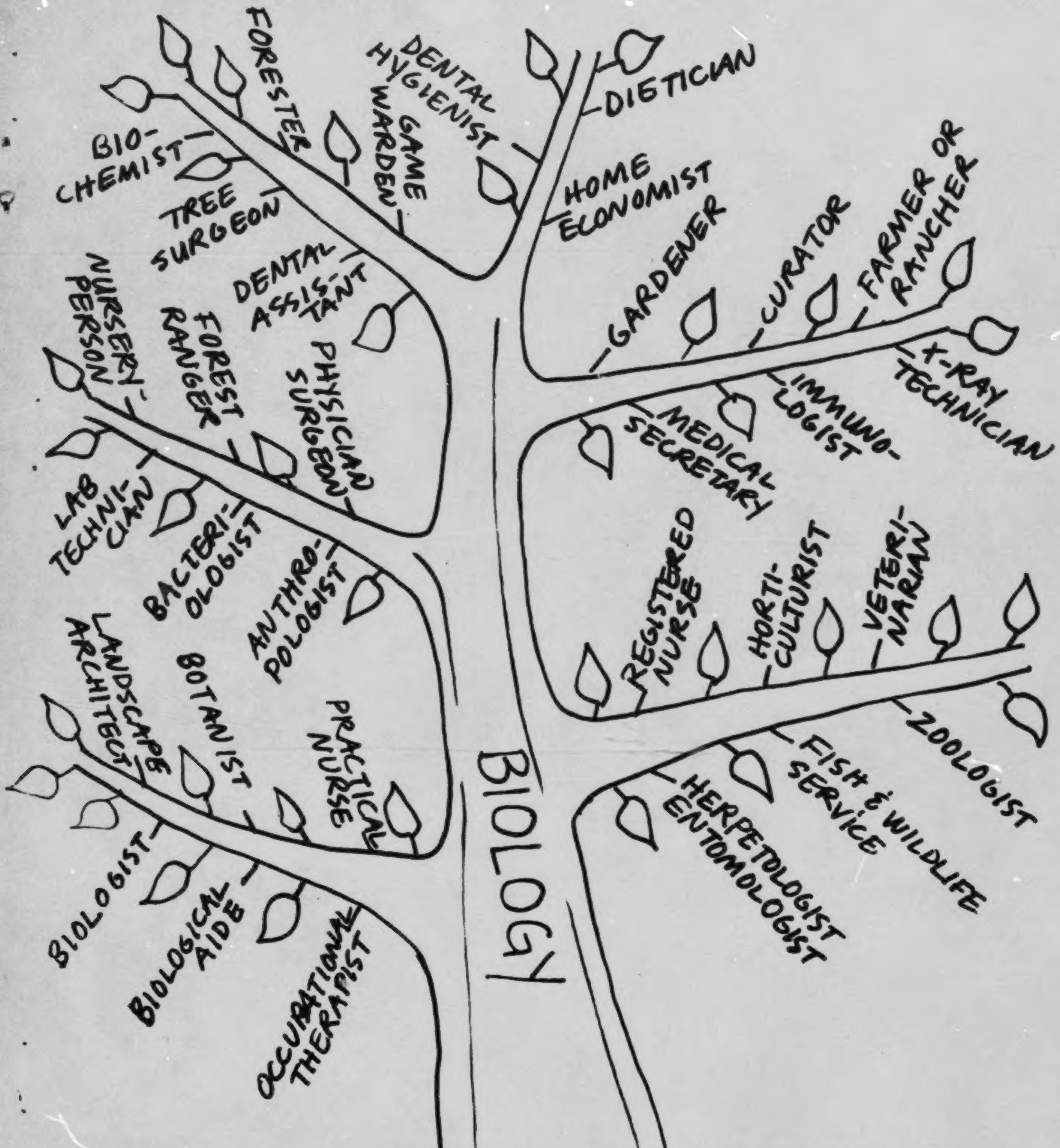
UWEX Cooperative Extension Programs
University of Wisconsin-Extension

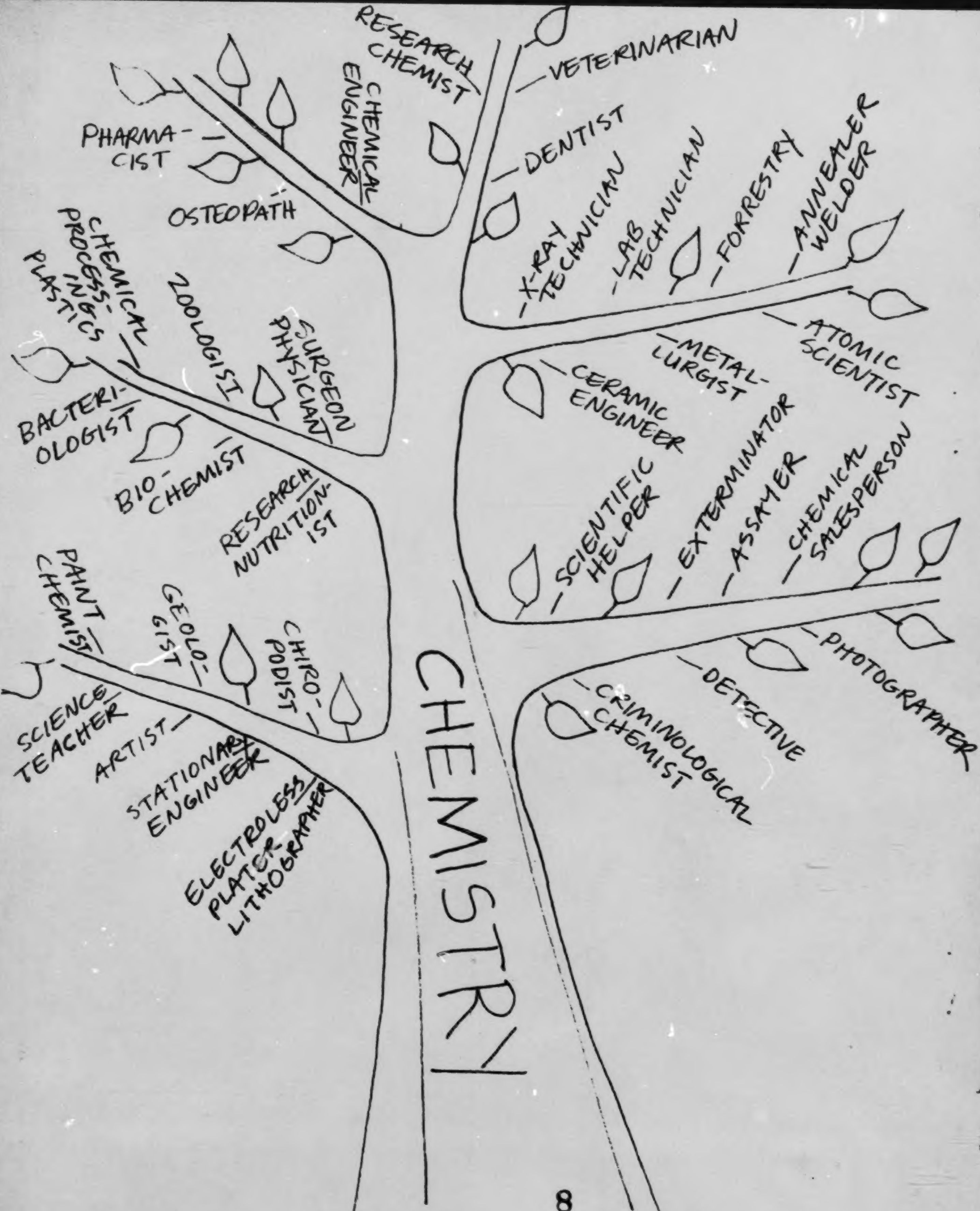
JOB CLUSTERS

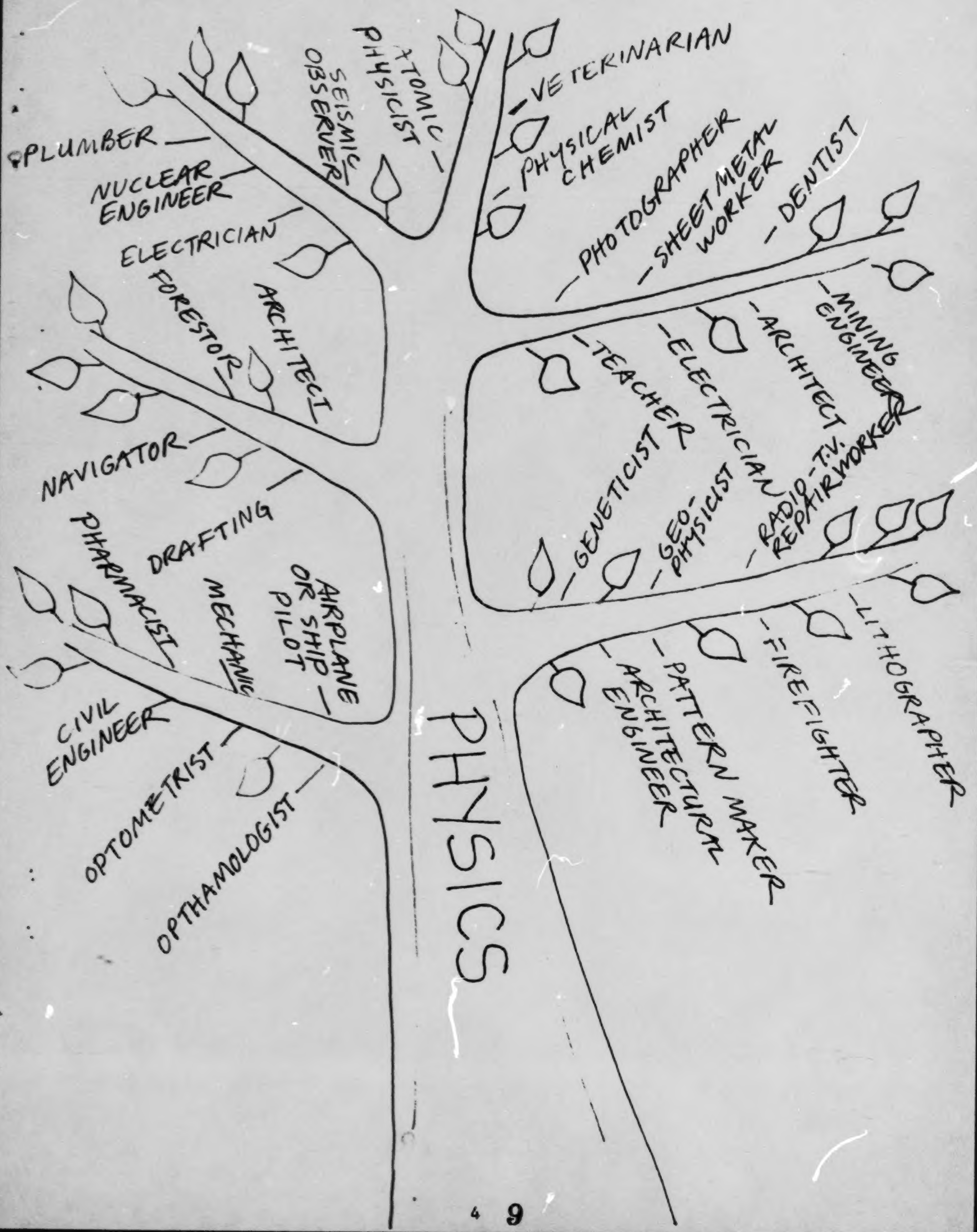

PHYSICS
MATH
BIOLOGY
CHEMISTRY
ENGLISH
ART

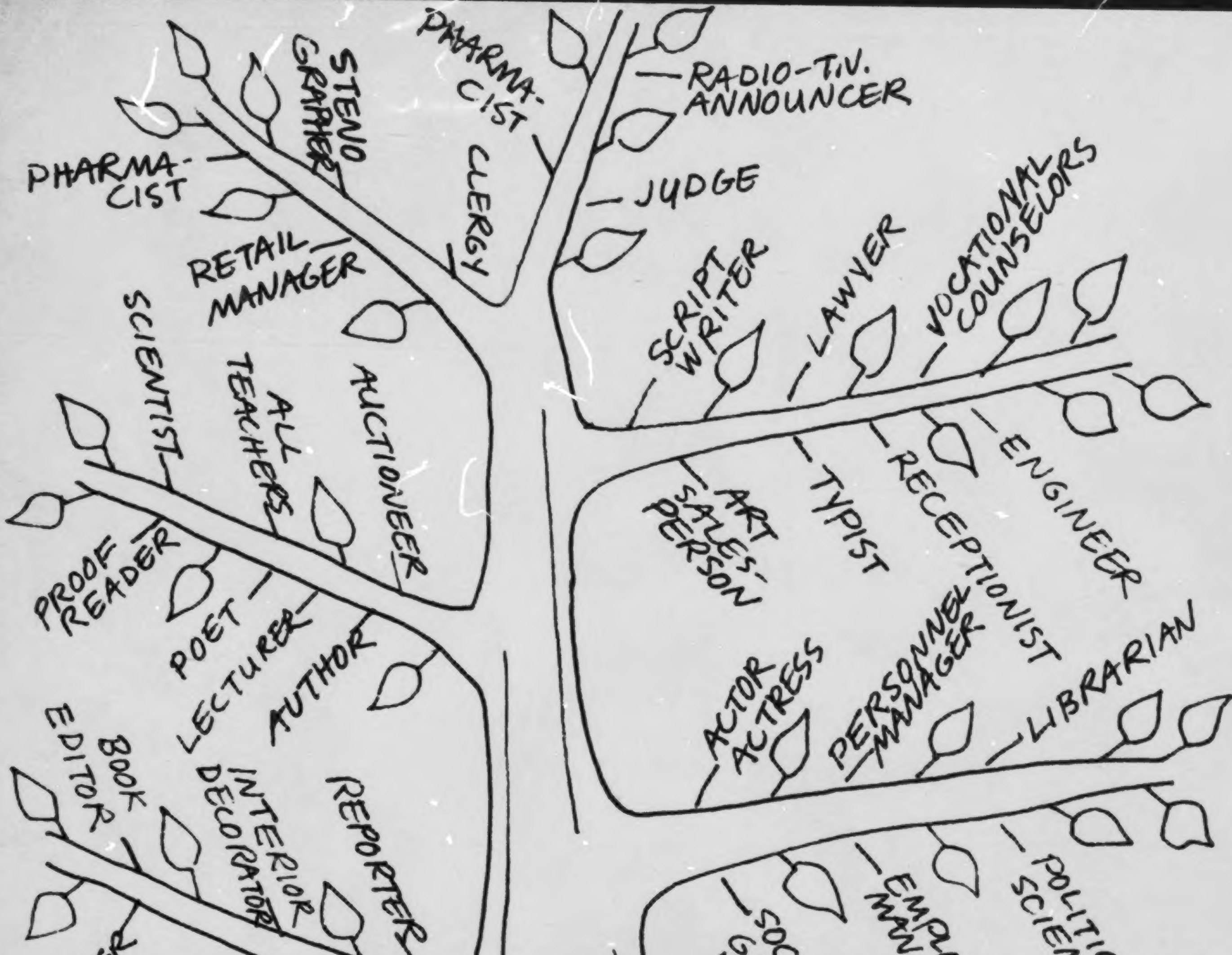
BY

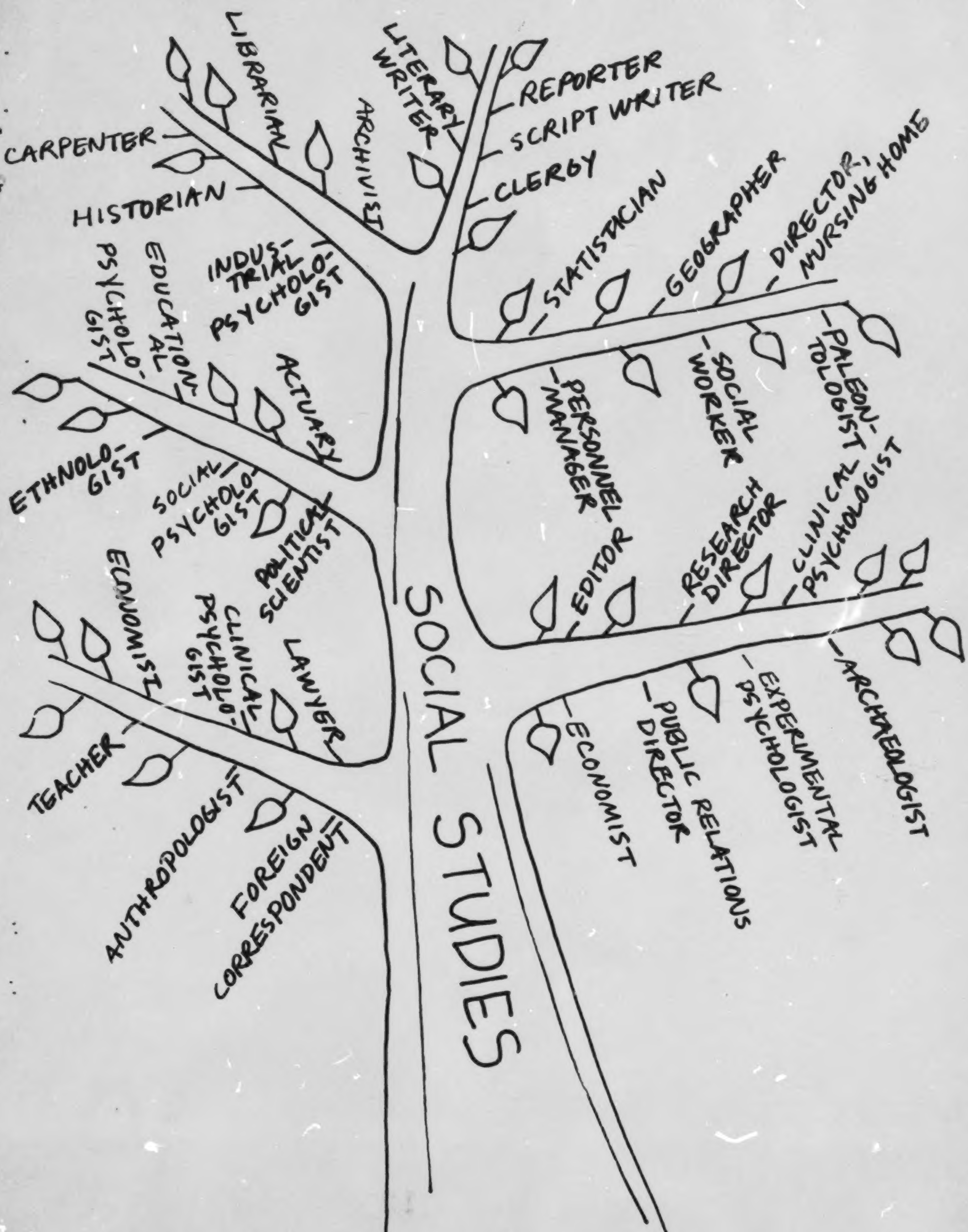
SCHOOL SUBJECTS

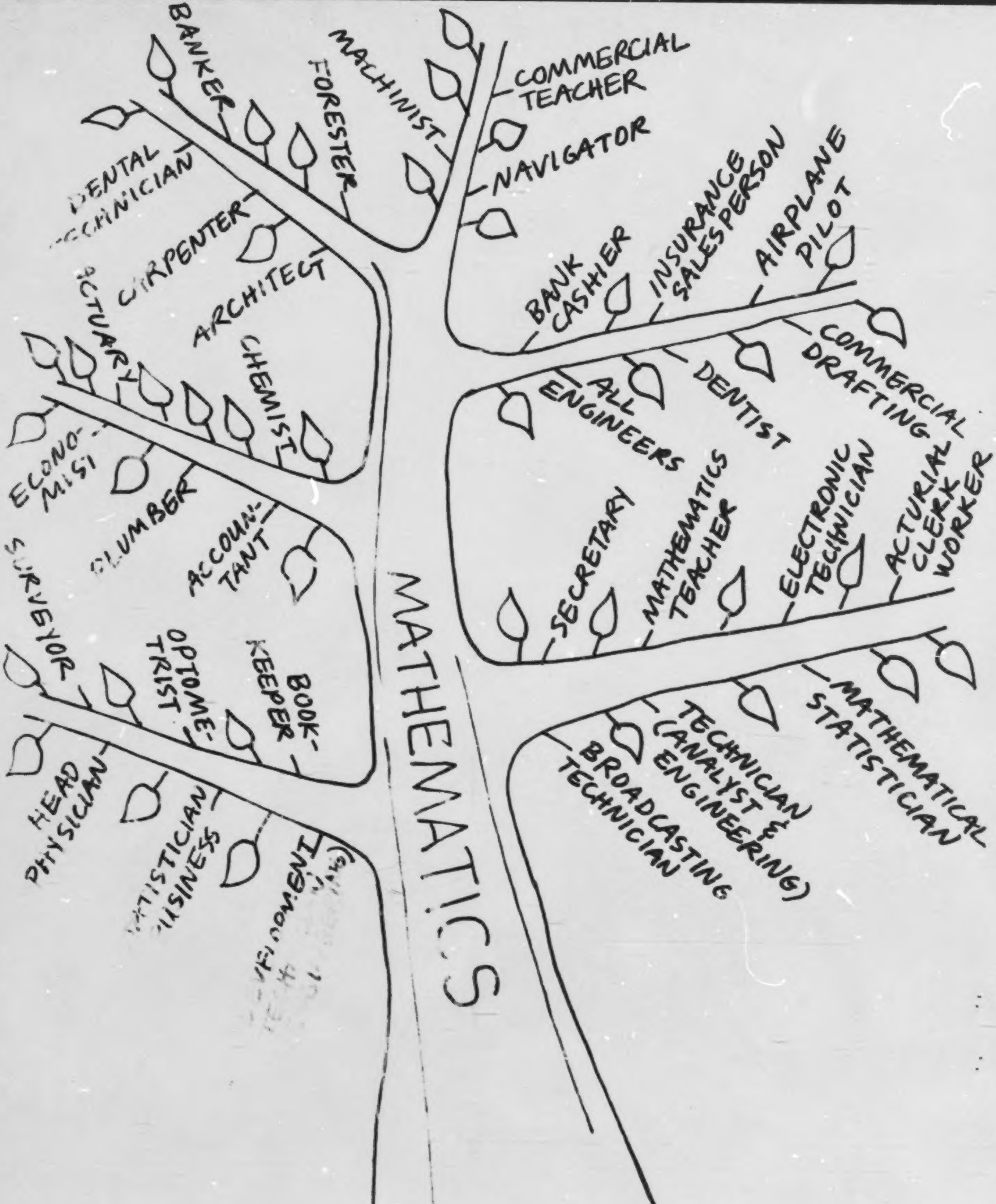

BIOLOGY
FORESTER
DENTAL HYGIENIST
GAME WARDEN
DIETICIAN
HOME ECONOMIST
BIO-CHEMIST
TREE SURGEON
DENTAL ASSIS-TANT
GARDENER
CURATOR
FARMER OR RANCHER
X-RAY TECHNICIAN
IMMUNO-LOGIST
MEDICAL SECRETARY
NURSERY-PERSON
FOREST RANGER
PHYSICIAN SURGEON
LAB TECHNI-CIAN
BACTERI-OLOGIST
ANTHRO-POLOGIST
REGISTERED NURSE
HORTI-CULTURIST
VETERI-NARIAN
ZOOLOGIST
FISH & WILDLIFE SERVICE
HERPETOLOGIST
ENTOMOLOGIST
LANDSCAPE ARCHITECT
BOTANIST
PRACTICAL NURSE
BIOLOGIST
BIOLOGICAL AIDE
OCCUPATIONAL THERAPIST

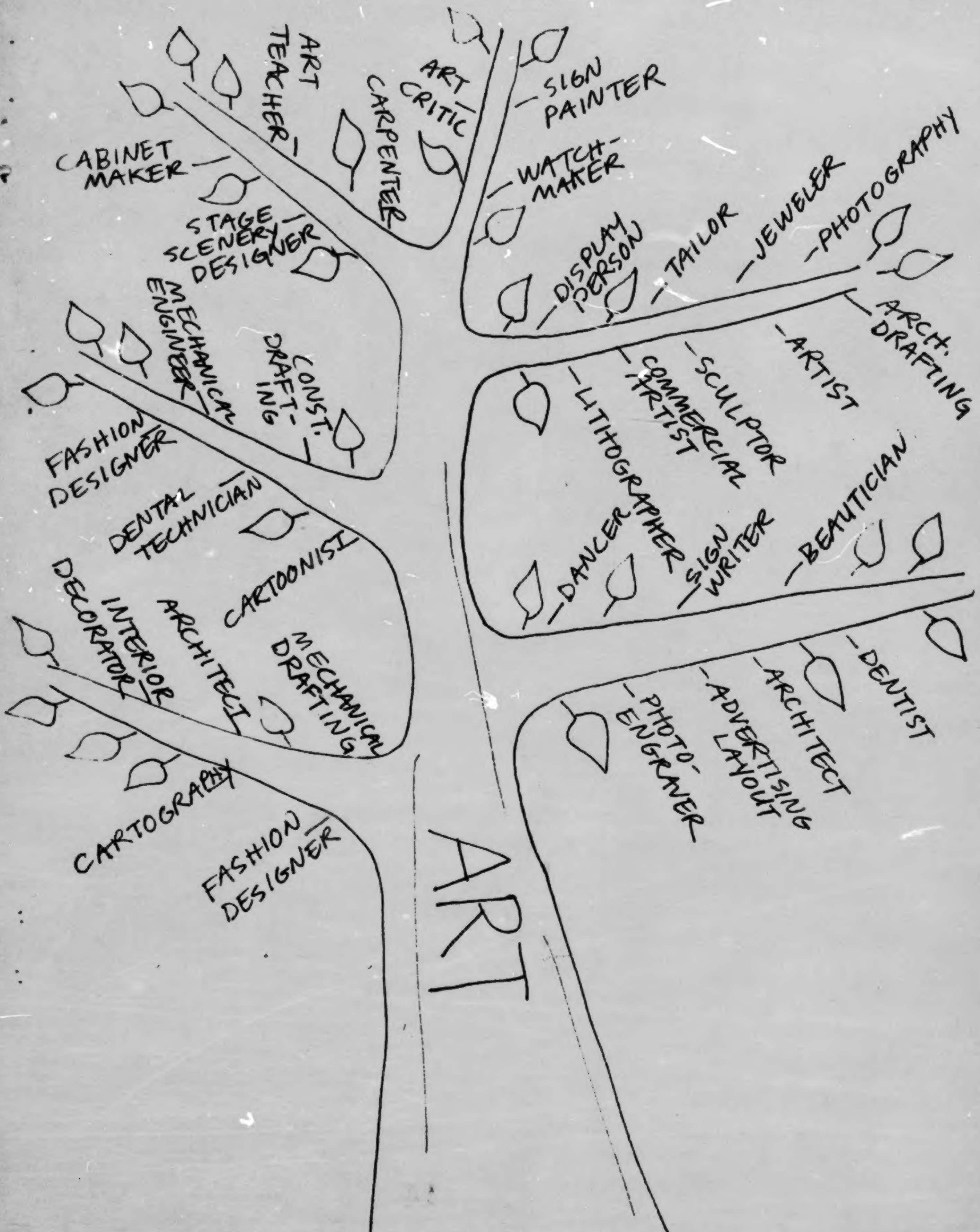

RESEARCH CHEMIST
VETERINARIAN
CHEMICAL ENGINEER
PHARMA-CIST
DENTIST
OSTEOPATH
X-RAY TECHNICIAN
LAB TECHNICIAN
FORRESTRY
ANNEALER WELDER
CHEMICAL PROCESS-ING& PLASTICS
ZOOLOGIST
SURGEON PHYSICIAN
ATOMIC SCIENTIST
METAL-LURGIST
CERAMIC ENGINEER
BACTERI-OLOGIST
BIO-CHEMIST
RESEARCH NUTRITION-IST
SCIENTIFIC HELPER
EXTERMINATOR
ASSAYER
CHEMICAL SALESPERSON
PAINT CHEMIST
GEOLO-GIST
CHIRO-PODIST
PHOTOGRAPHER
DETECTIVE
CRIMINOLOGICAL CHEMIST
SCIENCE TEACHER
ARTIST
STATIONARY ENGINEER
ELECTROLESS PLATER
LITHOGRAPHER
CHEMISTRY

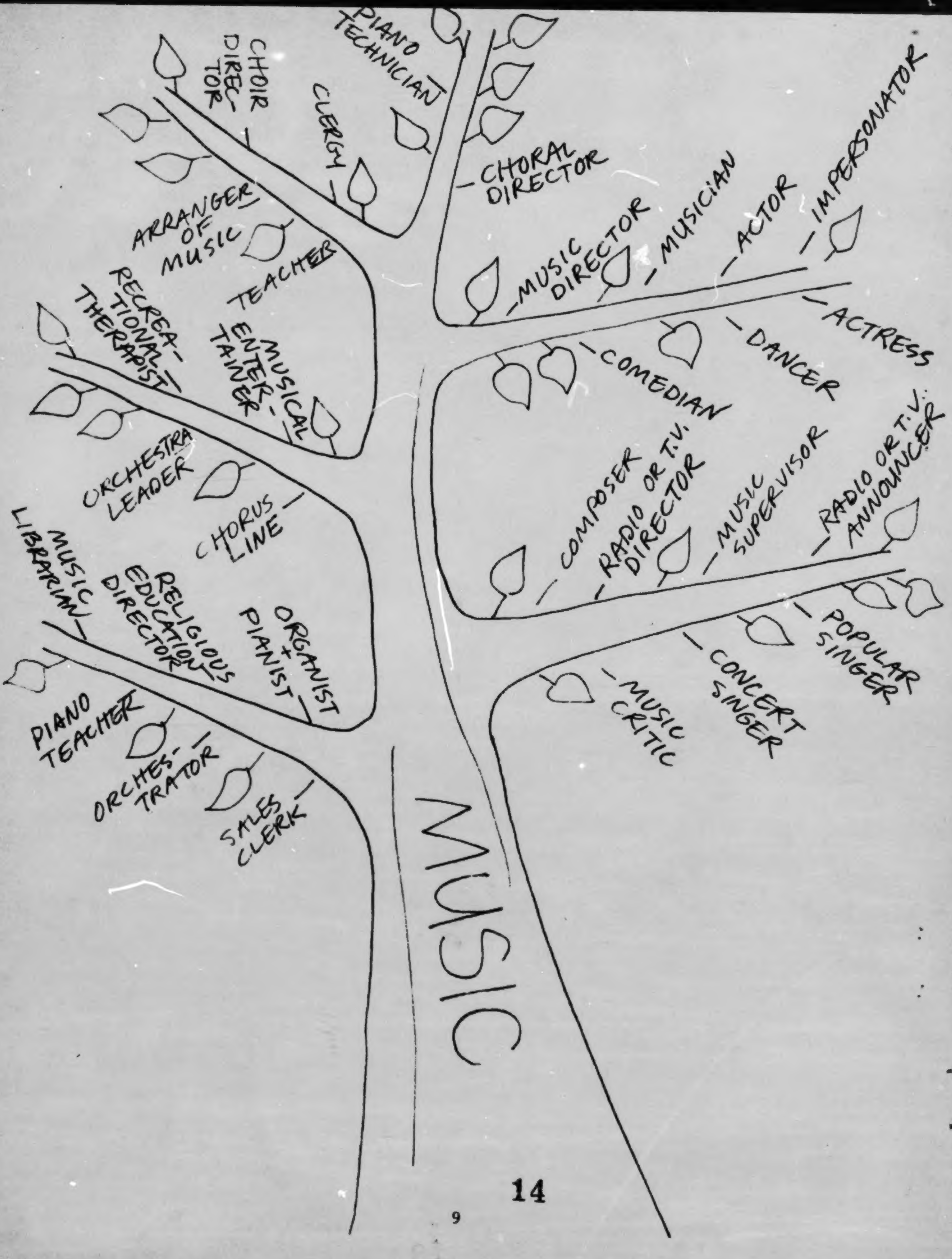

PHYSICS
ATOMIC PHYSICIST
SEISMIC OBSERVER
VETERINARIAN
PHYSICAL CHEMIST
PHOTOGRAPHER
SHEET METAL WORKER
DENTIST
PLUMBER
NUCLEAR ENGINEER
ELECTRICIAN
FORESTOR
ARCHITECT
MINING ENGINEER
ARCHITECT
ELECTRICIAN
TEACHER
GENETICIST
GEO-PHYSICIST
RADIO-T.V. REPAIR WORKER
NAVIGATOR
DRAFTING
PHARMACIST
MECHANIC
AIRPLANE OR SHIP PILOT
CIVIL ENGINEER
OPTOMETRIST
OPTHAMOLOGIST
LITHOGRAPHER
FIREFIGHTER
PATTERN MAKER
ARCHITECTURAL ENGINEER

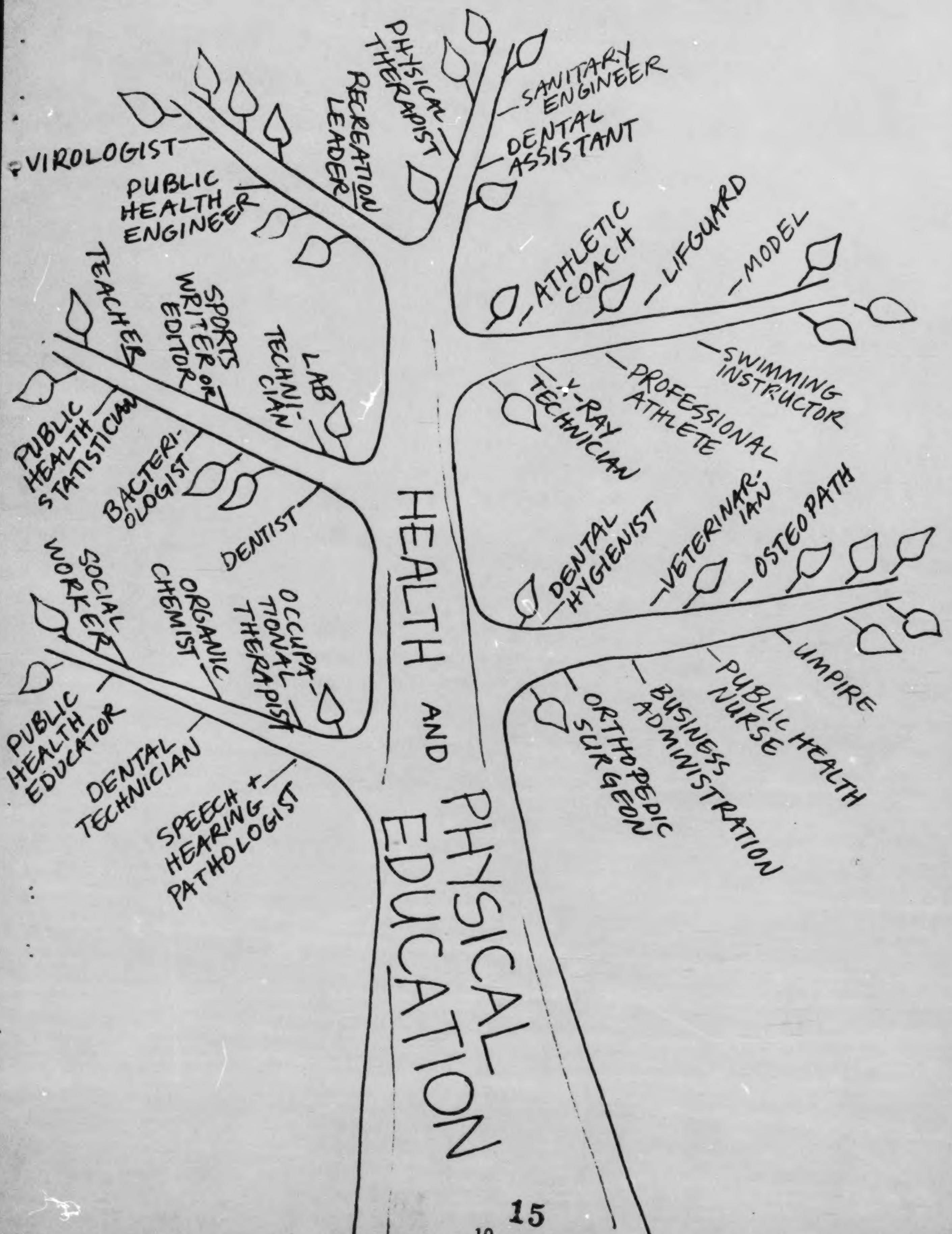

PHARMA-CIST
STENO GRAPHER
PHARMA-CIST
CLERGY
RETAIL MANAGER
RADIO-T.V. ANNOUNCER
JUDGE
SCIENTIST
ALL TEACHERS
AUCTIONEER
SCRIPT WRITER
LAWYER
VOCATIONAL COUNSELORS
PROOF READER
POET
LECTURER
AUTHOR
ART SALES-PERSON
TYPIST
RECEPTIONIST
ENGINEER
BOOK EDITOR
INTERIOR DECORATOR
REPORTER
ACTOR ACTRESS
PERSONNEL MANAGER
LIBRARIAN
FORESTER
PRINTING SALESPER-SON
LEGAL SECRETARY
SOCIAL GROUP WORKER
EMPLOYMENT MANAGER
POLITICAL SCIENTIST
ENGLISH

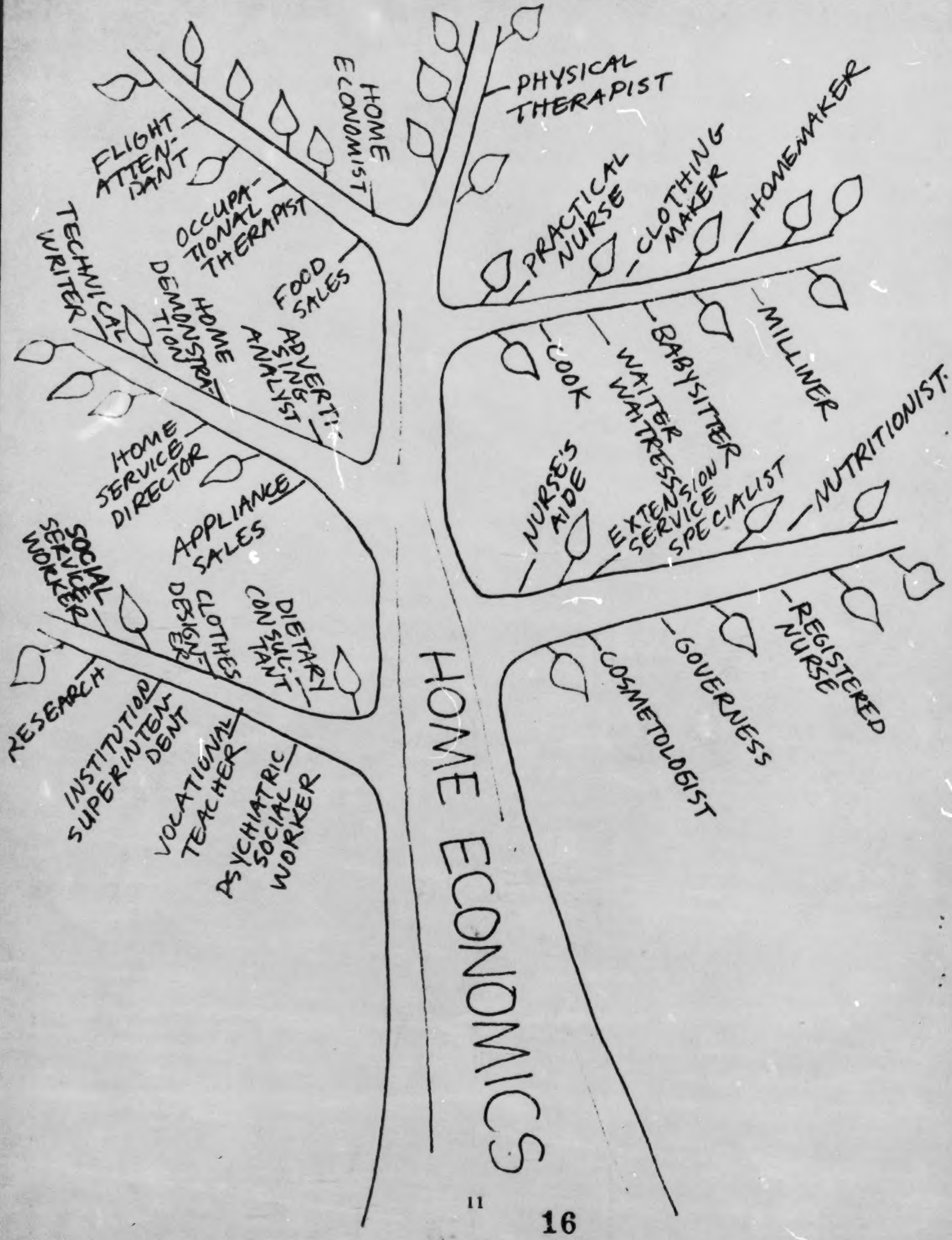

LIBRARIAN
LITERARY WRITER
REPORTER
SCRIPT WRITER
CLERGY
CARPENTER
ARCHIVIST
HISTORIAN
STATISTICIAN
GEOGRAPHER
DIRECTOR-NURSING HOME
INDUSTRIAL PSYCHOLOGIST
EDUCATIONAL PSYCHOLOGIST
PALEONTOLOGIST
SOCIAL WORKER
PERSONNEL MANAGER
ACTUARY
ETHNOLOGIST
CLINICAL PSYCHOLOGIST
SOCIAL PSYCHOLOGIST
POLITICAL SCIENTIST
RESEARCH DIRECTOR
EDITOR
ECONOMIST
CLINICAL PSYCHOLOGIST
LAWYER
SOCIAL STUDIES
ARCHAEOLOGIST
EXPERIMENTAL PSYCHOLOGIST
PUBLIC RELATIONS DIRECTOR
ECONOMIST
TEACHER
ANTHROPOLOGIST
FOREIGN CORRESPONDENT

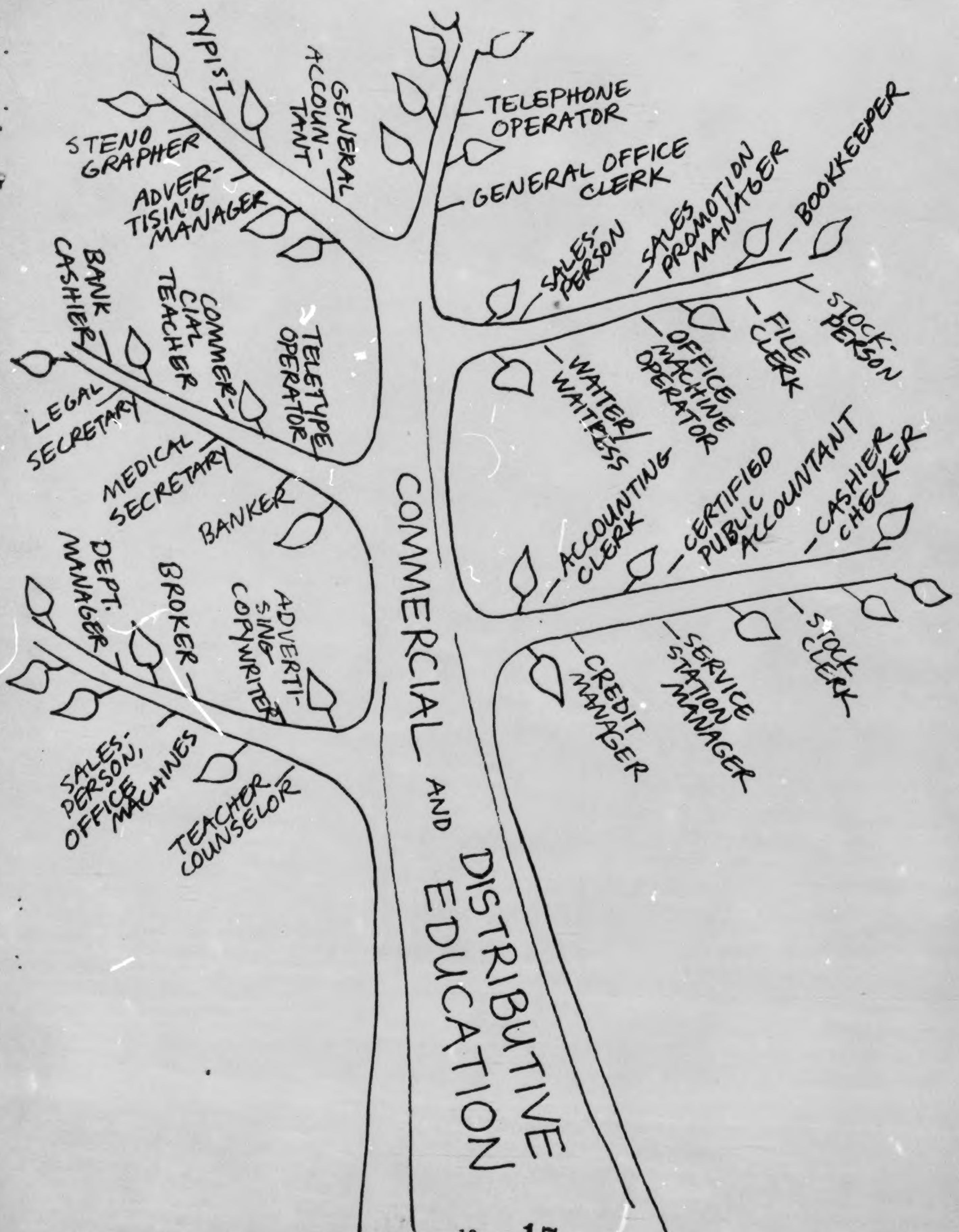

MATHEMATICS
BANKER
MACHINIST
FORESTER
COMMERCIAL TEACHER
NAVIGATOR
DENTAL TECHNICIAN
CARPENTER
ARCHITECT
ACTUARY
CHEMIST
BANK CASHIER
INSURANCE SALESPERSON
AIRPLANE PILOT
COMMERCIAL DRAFTING
DENTIST
ALL ENGINEERS
ECONOMIST
PLUMBER
ACCOUNTANT
SECRETARY
MATHEMATICS TEACHER
ELECTRONIC TECHNICIAN
ACTURIAL CLERK WORKER
SURVEYOR
OPTOMETRIST
BOOKKEEPER
MATHEMATICAL STATISTICIAN
TECHNICIAN (ANALYST & ENGINEERING)
BROADCASTING TECHNICIAN
HEAD PHYSICIAN
STATISTICIAN BUSINESS
DEVELOPMENT

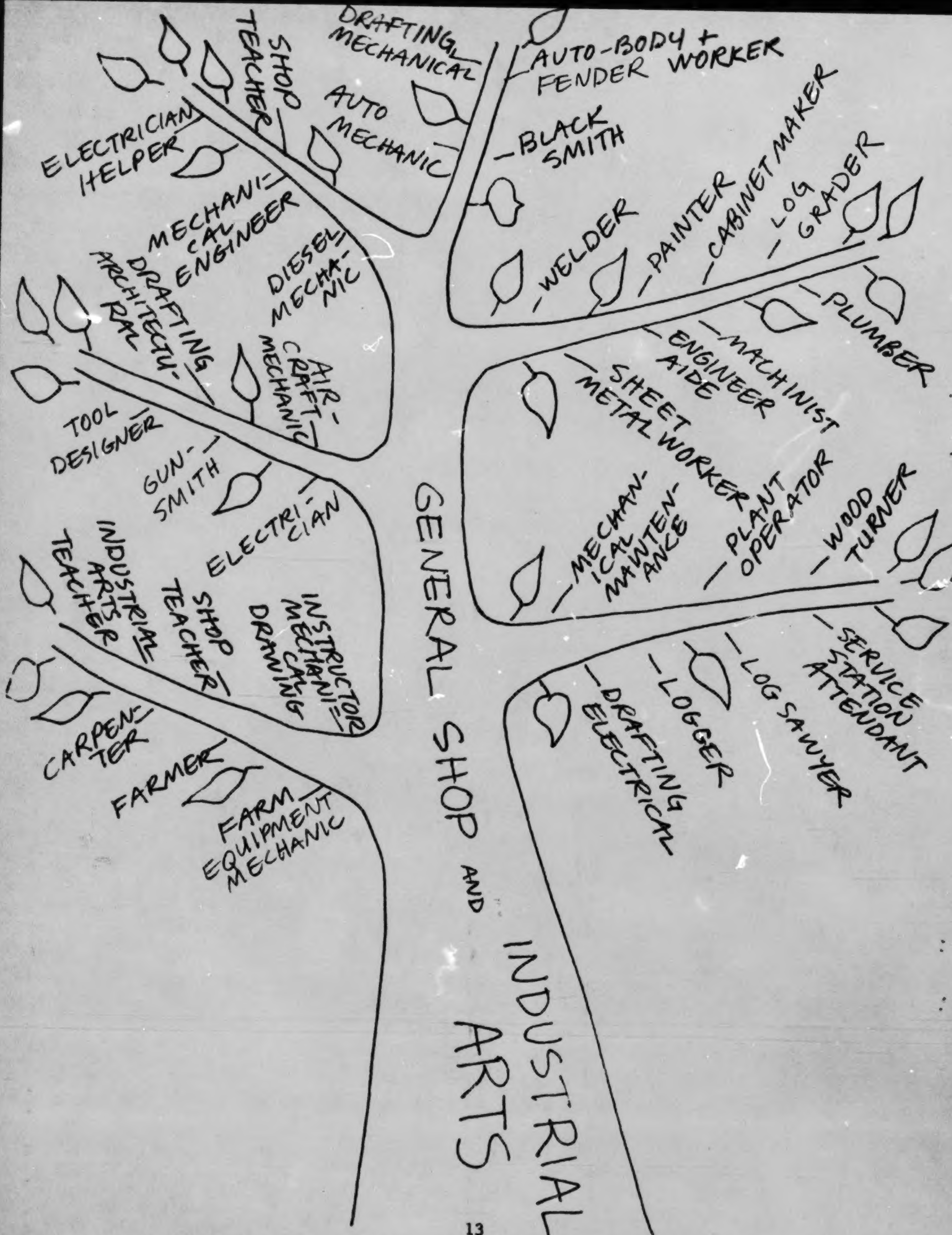

ART TEACHER
ART CRITIC
CARPENTER
SIGN PAINTER
CABINET MAKER
WATCH-MAKER
STAGE SCENERY DESIGNER
DISPLAY PERSON
TAILOR
JEWELER
PHOTOGRAPHY
MECHANICAL ENGINEER
CONST. DRAFT-ING
ARCH. DRAFTING
ARTIST
SCULPTOR
COMMERCIAL ARTIST
LITHOGRAPHER
FASHION DESIGNER
DENTAL TECHNICIAN
CARTOONIST
DANCER
SIGN WRITER
BEAUTICIAN
INTERIOR DECORATOR
ARCHITECT
MECHANICAL DRAFTING
DENTIST
ARCHITECT
ADVERTISING LAYOUT
PHOTO-ENGRAVER
CARTOGRAPHY
FASHION DESIGNER
ART


PIANO TECHNICIAN
CHOIR DIRECTOR
CLERGY
CHORAL DIRECTOR
ARRANGER OF MUSIC
TEACHER
MUSIC DIRECTOR
MUSICIAN
ACTOR
IMPERSONATOR
RECREATIONAL THERAPIST
MUSICAL ENTERTAINER
ACTRESS
DANCER
COMEDIAN
ORCHESTRA LEADER
CHORUS LINE
COMPOSER
RADIO OR T.V. DIRECTOR
MUSIC SUPERVISOR
RADIO OR T.V. ANNOUNCER
MUSIC LIBRARIAN
RELIGIOUS EDUCATION DIRECTOR
ORGANIST + PIANIST
POPULAR SINGER
CONCERT SINGER
MUSIC CRITIC
PIANO TEACHER
ORCHESTRATOR
SALES CLERK
MUSIC

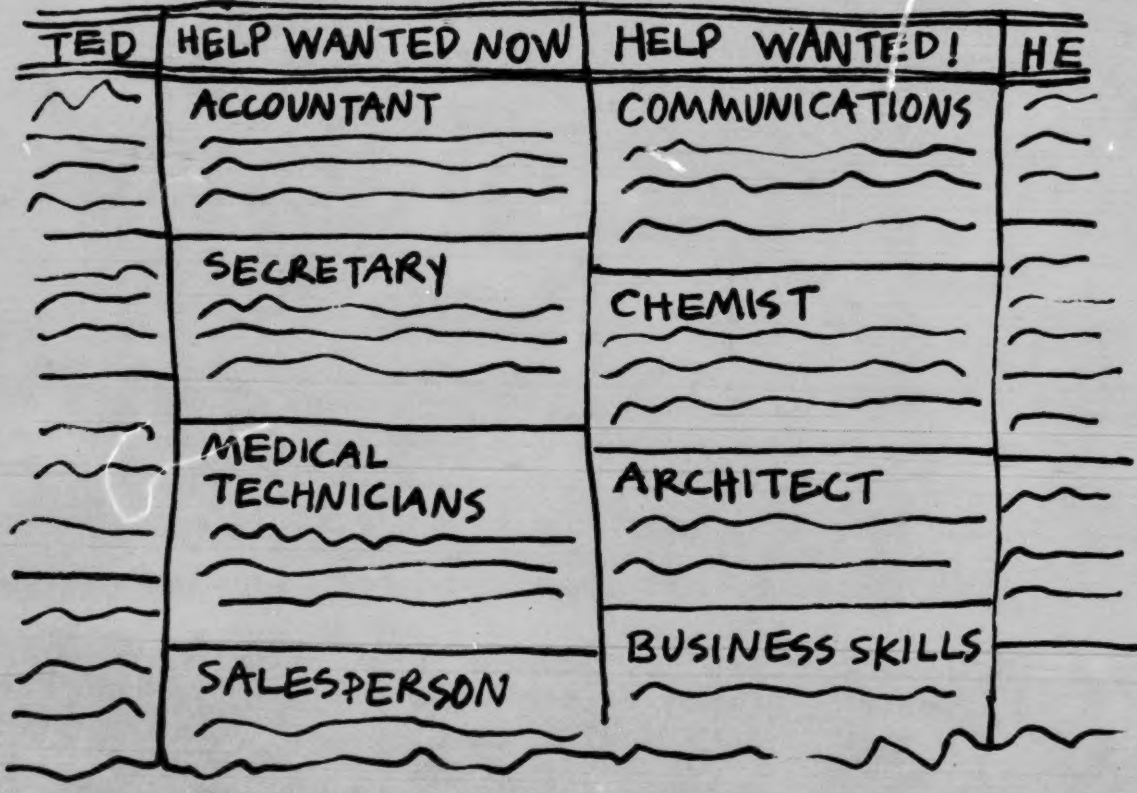

HEALTH AND PHYSICAL EDUCATION
PHYSICAL THERAPIST
RECREATION LEADER
SANITARY ENGINEER
DENTAL ASSISTANT
VIROLOGIST
PUBLIC HEALTH ENGINEER
ATHLETIC COACH
LIFGUARD
MODEL
TEACHER
SPORTS WRITER OR EDITOR
LAB TECHNI-CIAN
SWIMMING INSTRUCTOR
PROFESSIONAL ATHLETE
X-RAY TECHNICIAN
PUBLIC HEALTH STATISTICIAN
BACTERI-OLOGIST
DENTIST
DENTAL HYGIENIST
VETERINAR-IAN
OSTEOPATH
SOCIAL WORKER
ORGANIC CHEMIST
OCCUPA-TIONAL THERAPIST
UMPIRE
PUBLIC HEALTH NURSE
BUSINESS ADMINISTRATION
ORTHOPEDIC SURGEON
PUBLIC HEALTH EDUCATOR
DENTAL TECHNICIAN
SPEECH + HEARING PATHOLOGIST

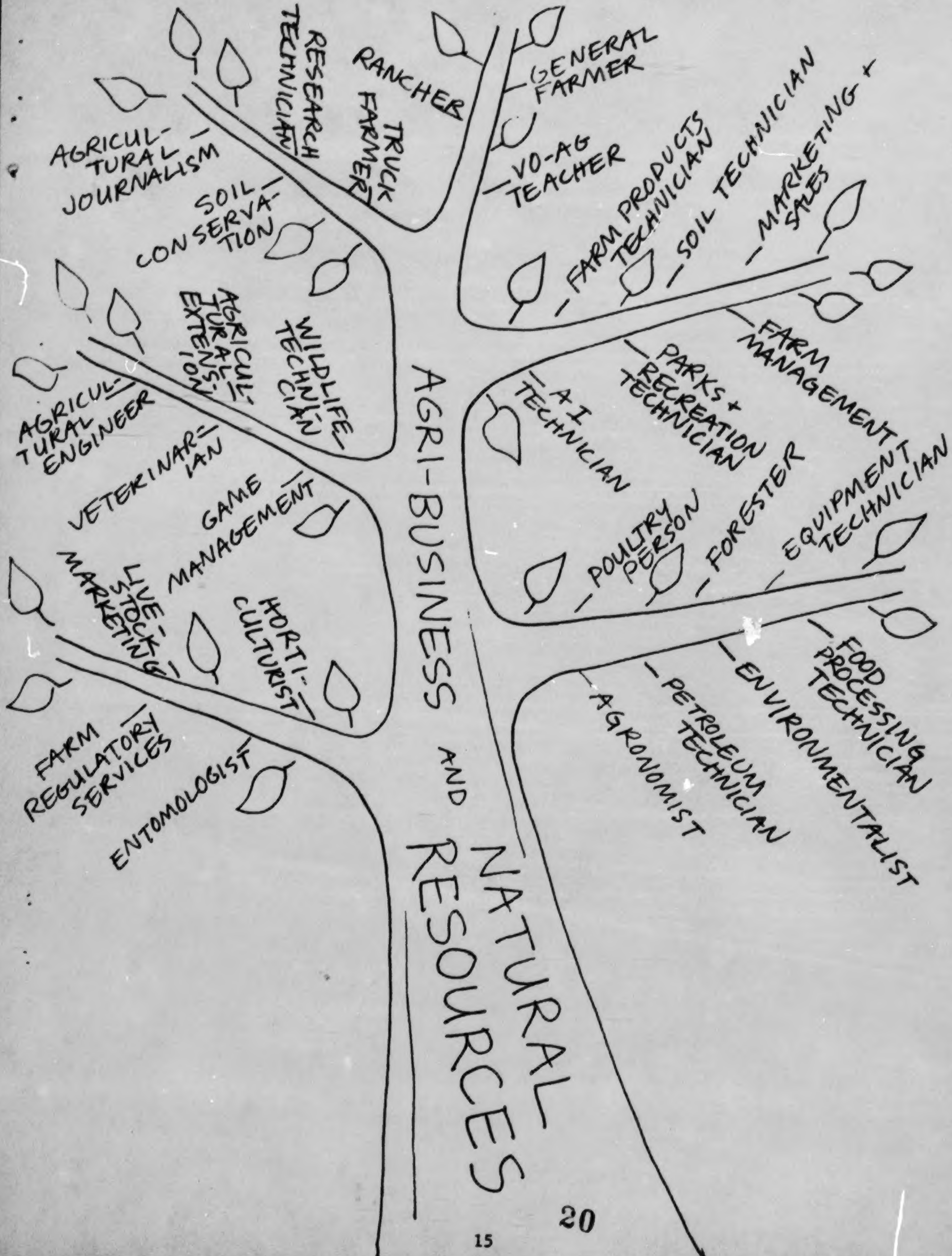

PHYSICAL THERAPIST
HOME ECONOMIST
FLIGHT ATTENDANT
OCCUPATIONAL THERAPIST
TECHNICAL WRITER
HOME DEMONSTRATION
FOOD SALES
ADVERTISING ANALYST
HOME SERVICE DIRECTOR
APPLIANCE SALES
SOCIAL SERVICE WORKER
CLOTHES DESIGNER
DIETARY CONSULTANT
RESEARCH
INSTITUTION SUPERINTENDENT
VOCATIONAL TEACHER
PSYCHIATRIC SOCIAL WORKER
PRACTICAL NURSE
CLOTHING MAKER
HOMEMAKER
COOK
WAITER WAITRESS
BABYSITTER
MILLINER
NURSE'S AIDE
EXTENSION SERVICE SPECIALIST
NUTRITIONIST.
REGISTERED NURSE
GOVERNESS
COSMETOLOGIST
HOME ECONOMICS

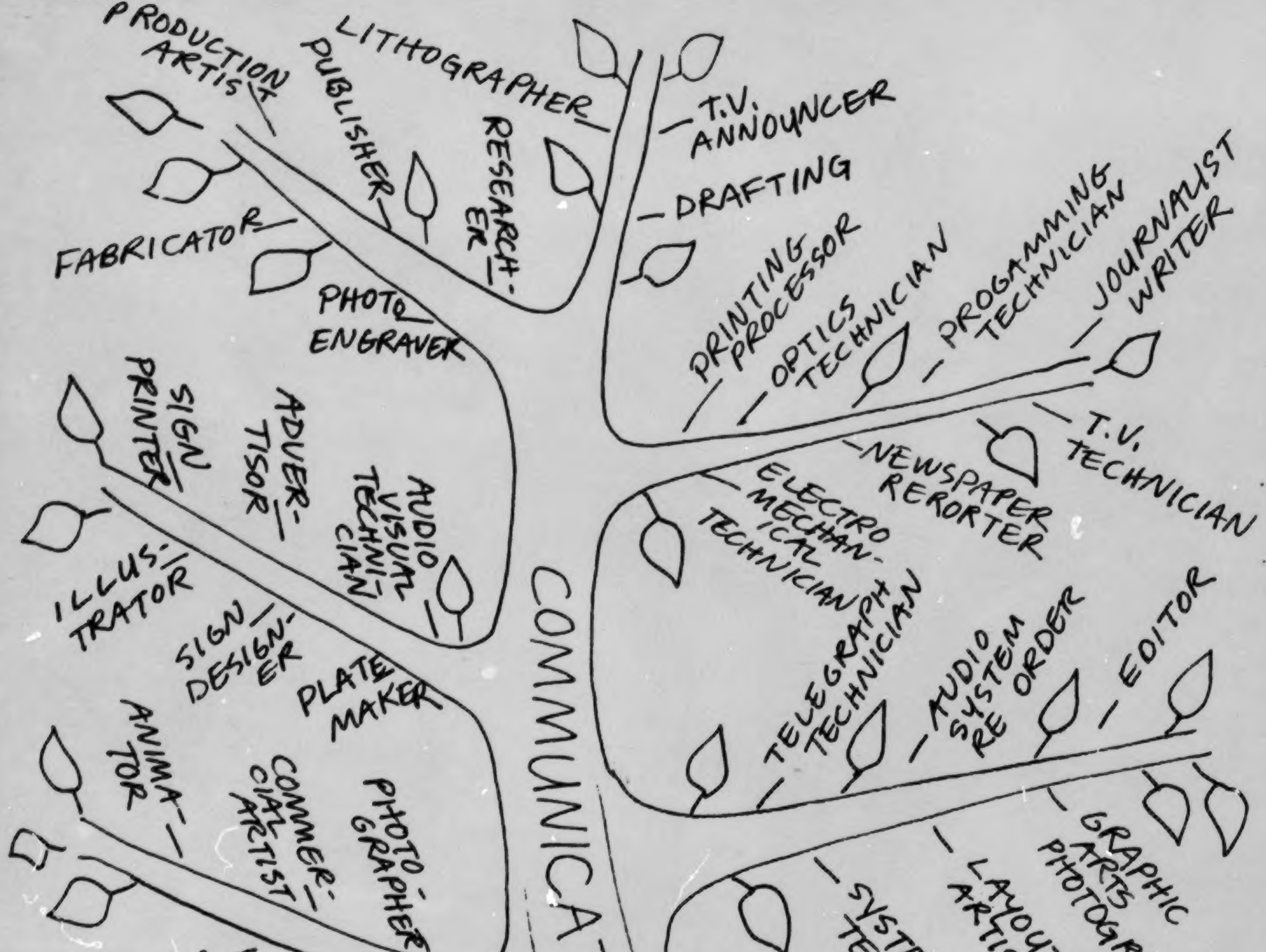

TYPIST
GENERAL ACCOUNTANT
STENO GRAPHER
ADVERTISING MANAGER
TELEPHONE OPERATOR
GENERAL OFFICE CLERK
SALES-PERSON
SALES PROMOTION MANAGER
BOOKKEEPER
STOCK-PERSON
FILE CLERK
OFFICE MACHINE OPERATOR
WAITER/WAITRESS
BANK CASHIER
COMMERCIAL TEACHER
TELETYPE OPERATOR
LEGAL SECRETARY
MEDICAL SECRETARY
BANKER
ACCOUNTING CLERK
CERTIFIED PUBLIC ACCOUNTANT
CASHIER CHECKER
DEPT. MANAGER
BROKER
ADVERTISING COPYWRITER
SALES-PERSON, OFFICE MACHINES
TEACHER COUNSELOR
CREDIT MANAGER
SERVICE STATION MANAGER
STOCK CLERK
COMMERCIAL AND DISTRIBUTIVE EDUCATION

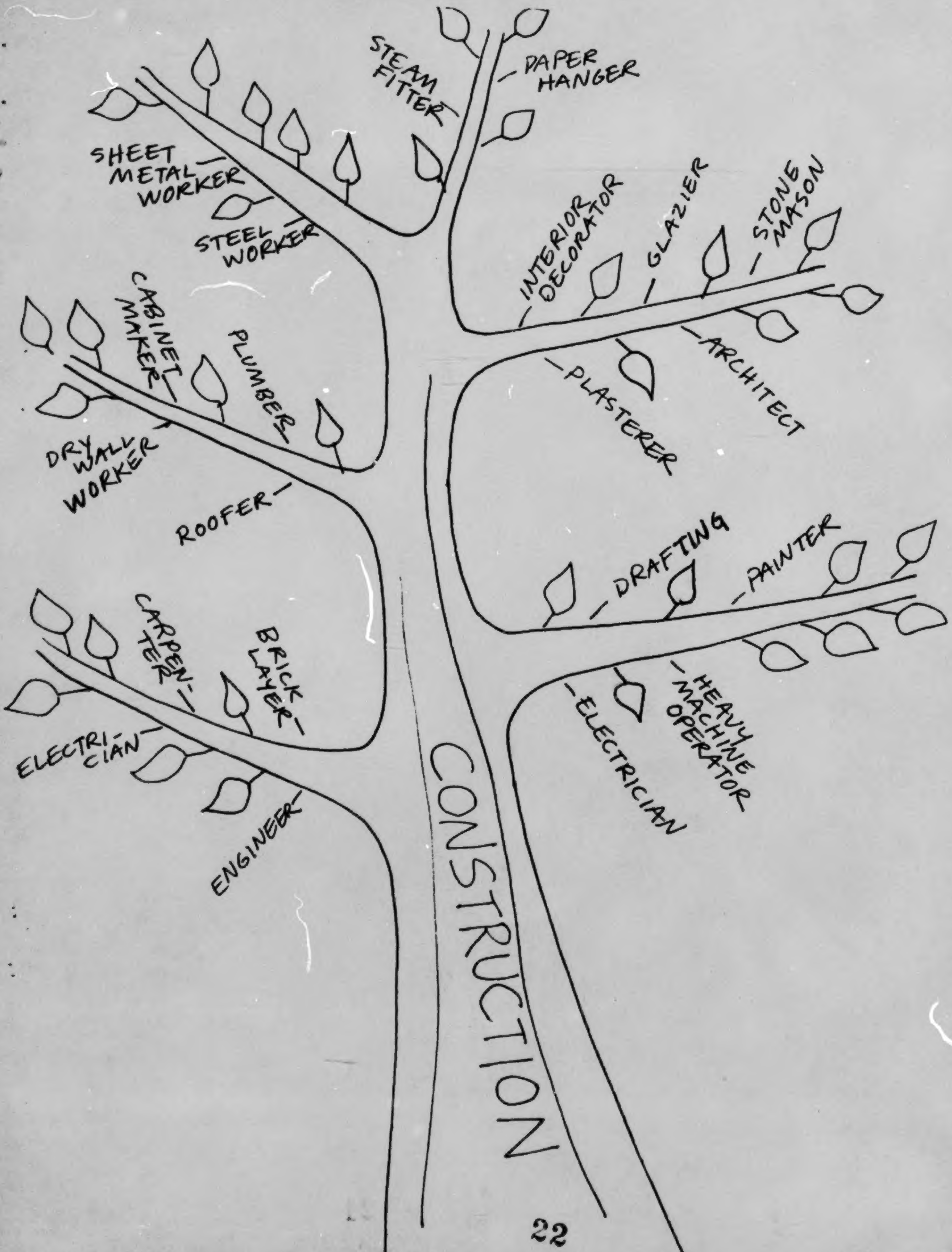

GENERAL SHOP AND INDUSTRIAL ARTS
DRAFTING, MECHANICAL
AUTO-BODY + FENDER WORKER
SHOP TEACHER
AUTO MECHANIC
ELECTRICIAN HELPER
BLACK SMITH
CABINET MAKER
LOG GRADER
PAINTER
WELDER
MECHANICAL ENGINEER
DRAFTING ARCHITECTURAL
DIESEL MECHANIC
AIRCRAFT MECHANIC
PLUMBER
MACHINIST
ENGINEER AIDE
SHEET METAL WORKER
TOOL DESIGNER
GUN-SMITH
ELECTRICIAN
MECHANICAL MAINTENANCE
PLANT OPERATOR
WOOD TURNER
INDUSTRIAL ARTS TEACHER
SHOP TEACHER
INSTRUCTOR MECHANICAL DRAWING
SERVICE STATION ATTENDANT
CARPENTER
FARMER
FARM EQUIPMENT MECHANIC
DRAFTING ELECTRICAL
LOGGER
LOG SAWYER

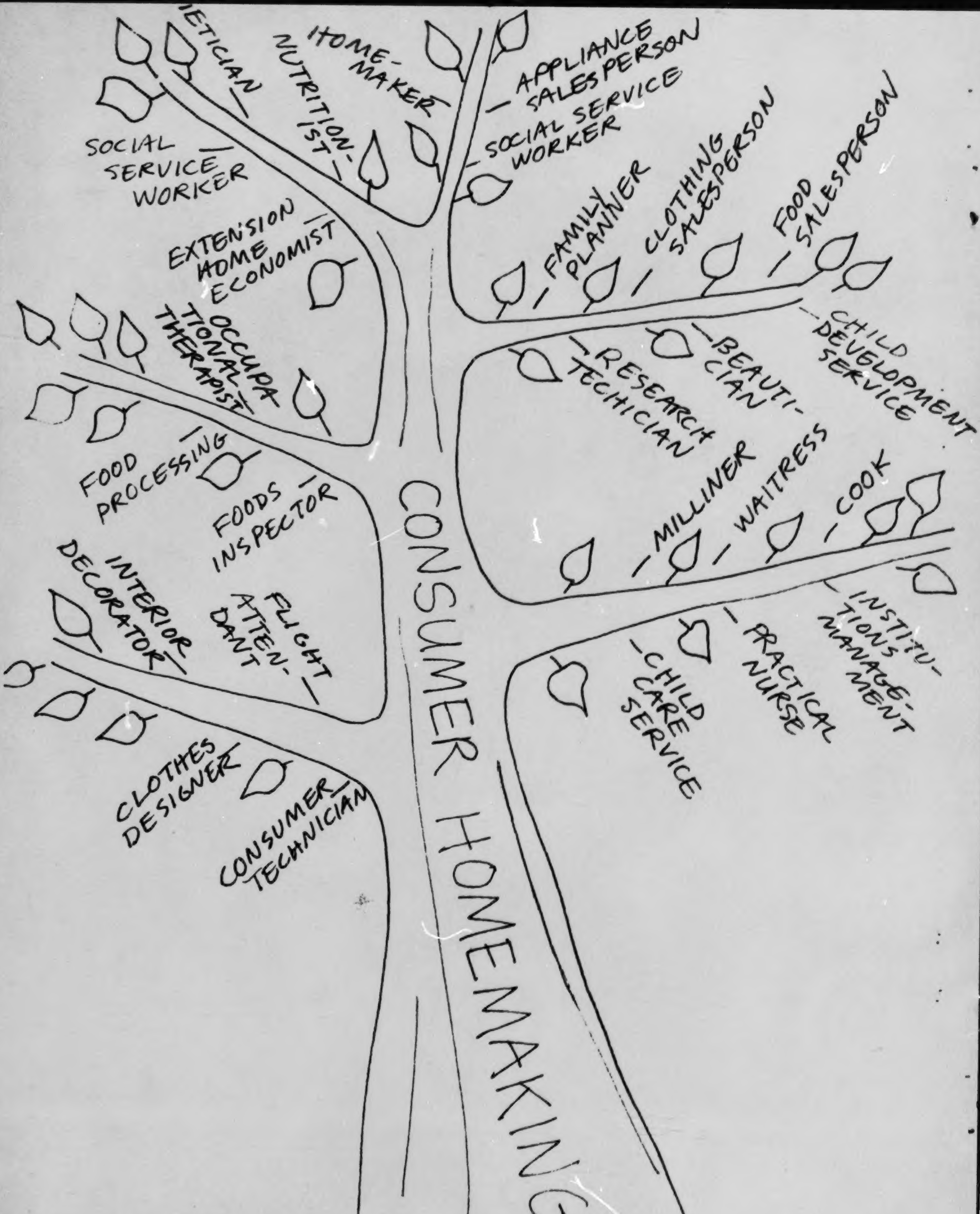
JOB CLUSTERS

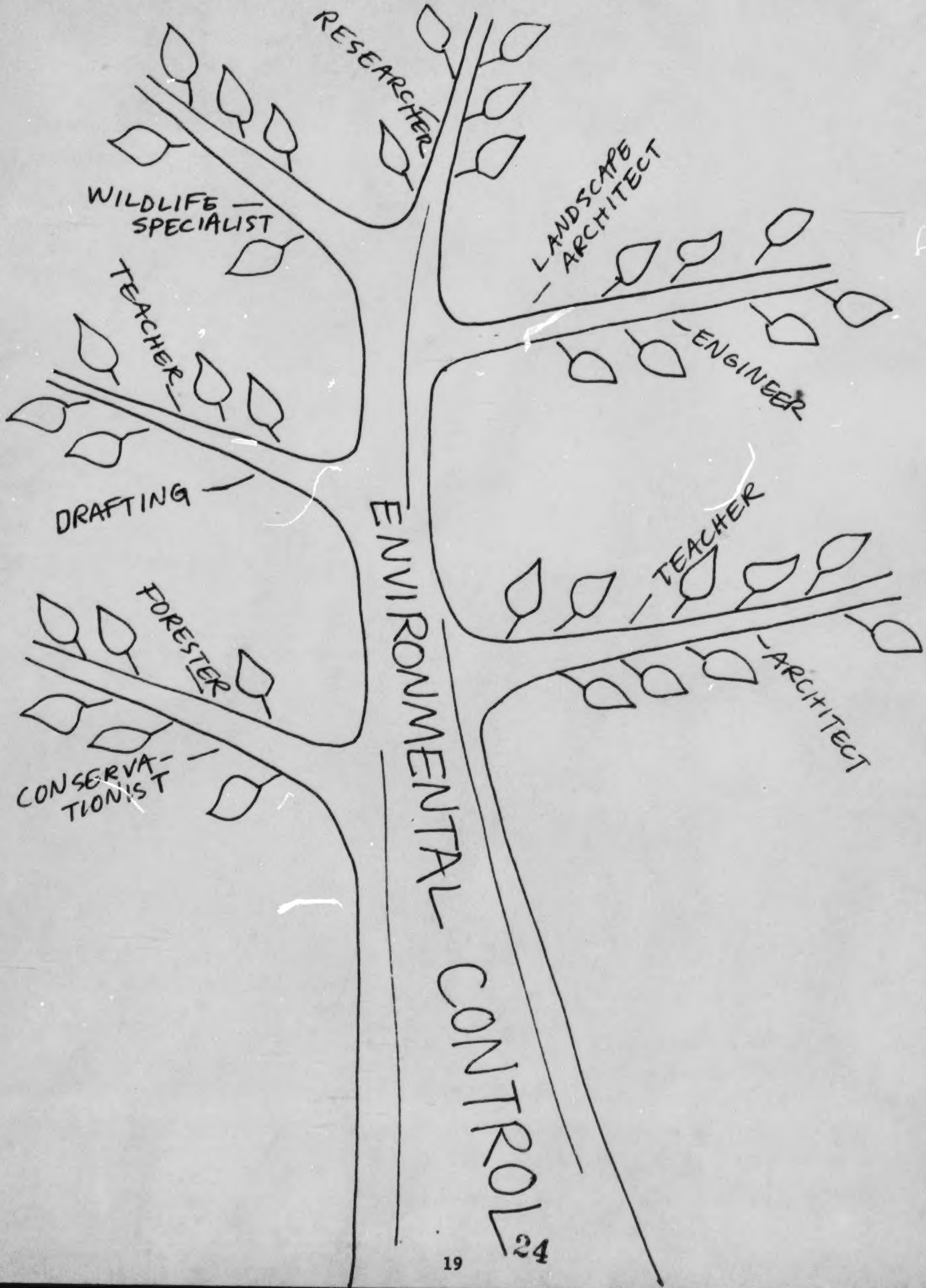

TED
HELP WANTED NOW
HELP WANTED!
HE
ACCOUNTANT
SECRETARY
MEDICAL TECHNICIANS
SALESPERSON
COMMUNICATIONS
CHEMIST
ARCHITECT
BUSINESS SKILLS

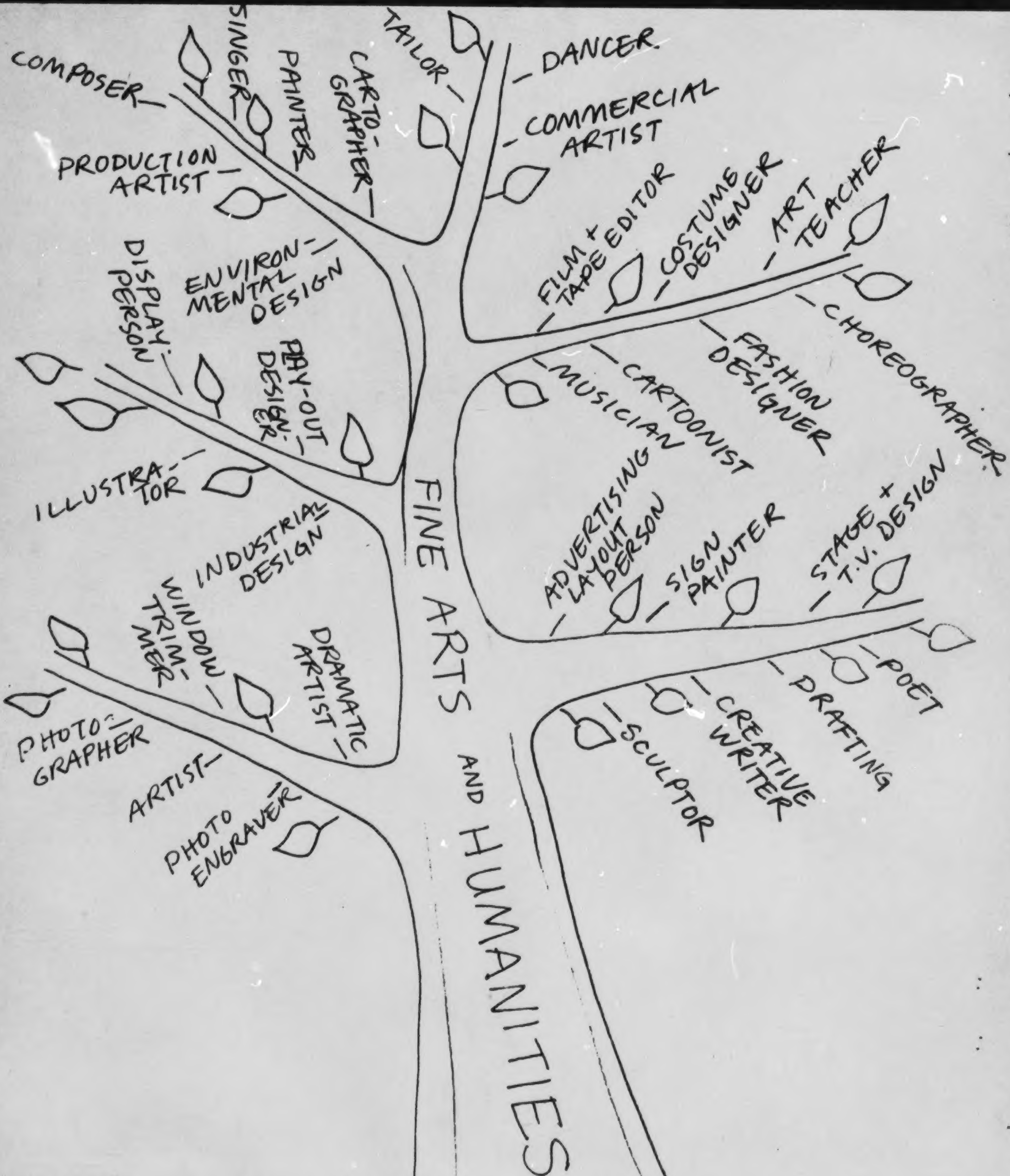

AGRI-BUSINESS AND NATURAL RESOURCES
RANCHER
GENERAL FARMER
RESEARCH TECHNICIAN
TRUCK FARMER
AGRICULTURAL JOURNALISM
VO-AG TEACHER
FARM PRODUCTS TECHNICIAN
SOIL TECHNICIAN
MARKETING + SALES
SOIL CONSERVATION
WILDLIFE TECHNICIAN
AGRICULTURAL EXTENSION
AGRICULTURAL ENGINEER
FARM MANAGEMENT
PARKS + RECREATION TECHNICIAN
A I TECHNICIAN
VETERINARIAN
GAME MANAGEMENT
POULTRY PERSON
FORESTER
EQUIPMENT TECHNICIAN
LIVESTOCK MARKETING
HORTICULTURIST
FOOD PROCESSING TECHNICIAN
ENVIRONMENTALIST
PETROLEUM TECHNICIAN
AGRONOMIST
FARM REGULATORY SERVICES
ENTOMOLOGIST

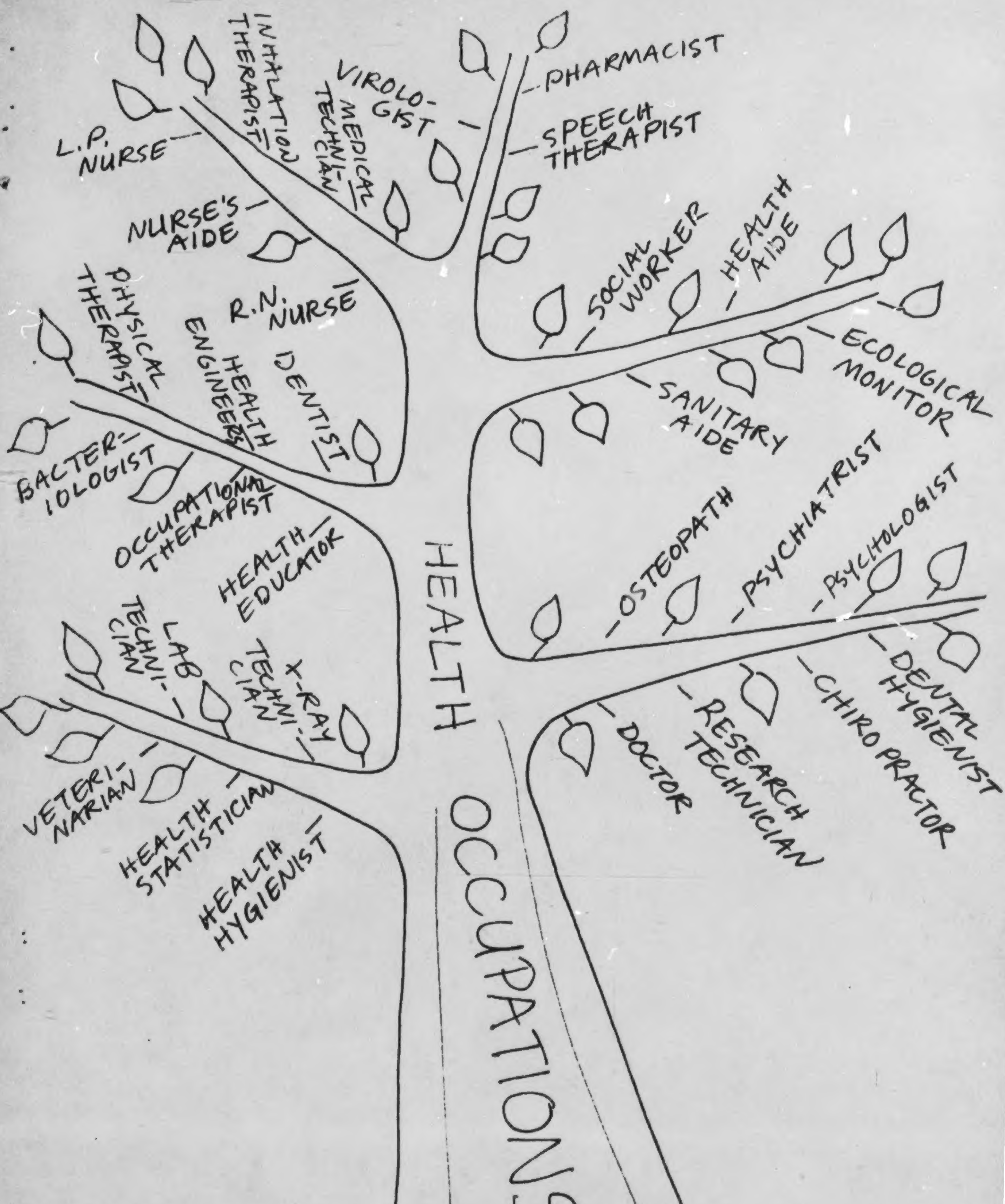

PRODUCTION ARTIST
LITHOGRAPHER
PUBLISHER
RESEARCHER
T.V. ANNOUNCER
DRAFTING
FABRICATOR
PHOTO ENGRAVER
PRINTING PROCESSOR
OPTICS TECHNICIAN
PROGAMMING TECHNICIAN
JOURNALIST WRITER
SIGN PRINTER
ADVERTISOR
AUDIO VISUAL TECHNICIAN
T.V. TECHNICIAN
NEWSPAPER RERORTER
ELECTRO MECHANICAL TECHNICIAN
ILLUSTRATOR
SIGN DESIGNER
PLATE MAKER
TELEGRAPH TECHNICIAN
AUDIO SYSTEM RE ORDER
EDITOR
ANIMATOR
COMMERCIAL ARTIST
PHOTOGRAPHER
GRAPHIC ARTS PHOTOGRAPHER
LAYOUT ARTIST
SYSTEMS TECHNICIAN
GRAPHIC ARTS PROCESSOR
TELEPHONE TECHNICIAN
COMMUNICATIONS AND MEDIA


STEAM FITTER
PAPER HANGER
SHEET METAL WORKER
STEEL WORKER
INTERIOR DECORATOR
GLAZIER
STONE MASON
CABINET MAKER
PLUMBER
ARCHITECT
PLASTERER
DRY WALL WORKER
ROOFER
DRAFTING
PAINTER
CARPENTER
BRICK LAYER
HEAVY MACHINE OPERATOR
ELECTRICIAN
ELECTRICIAN
ENGINEER
CONSTRUCTION


ETICIAN
NUTRITIONIST
HOME-MAKER
APPLIANCE SALESPERSON
SOCIAL SERVICE WORKER
SOCIAL SERVICE WORKER
FAMILY PLANNER
CLOTHING SALESPERSON
FOOD SALESPERSON
EXTENSION HOME ECONOMIST
OCCUPATIONAL THERAPIST
CHILD DEVELOPMENT SERVICE
BEAUTICIAN
RESEARCH TECHICIAN
FOOD PROCESSING
FOODS INSPECTOR
MILLINER
WAITRESS
COOK
INTERIOR DECORATOR
FLIGHT ATTENDANT
INSTITUTIONS MANAGEMENT
PRACTICAL NURSE
CHILD CARE SERVICE
CLOTHES DESIGNER
CONSUMER TECHNICIAN
CONSUMER HOMEMAKING


RESEARCHER
WILDLIFE SPECIALIST
LANDSCAPE ARCHITECT
TEACHER
ENGINEER
DRAFTING
TEACHER
FORESTER
ARCHITECT
CONSERVATIONIST
ENVIRONMENTAL CONTROL


FINE ARTS AND HUMANITIES
COMPOSER
SINGER
PAINTER
CARTOGRAPHER
TAILOR
DANCER
COMMERCIAL ARTIST
PRODUCTION ARTIST
FILM + TAPE EDITOR
COSTUME DESIGNER
ART TEACHER
CHOREOGRAPHER
FASHION DESIGNER
CARTOONIST
MUSICIAN
ENVIRONMENTAL DESIGN
DISPLAY PERSON
LAY-OUT DESIGNER
ILLUSTRATOR
INDUSTRIAL DESIGN
WINDOW TRIMMER
DRAMATIC ARTIST
ADVERTISING LAYOUT PERSON
SIGN PAINTER
STAGE + T.V. DESIGN
POET
DRAFTING
CREATIVE WRITER
SCULPTOR
PHOTOGRAPHER
ARTIST
PHOTO ENGRAVER


HEALTH OCCUPATIONS
L.P. NURSE
INHALATION THERAPIST
VIROLOGIST
MEDICAL TECHNICIAN
PHARMACIST
SPEECH THERAPIST
NURSE'S AIDE
SOCIAL WORKER
HEALTH AIDE
R.N. NURSE
PHYSICAL THERAPIST
HEALTH ENGINEER
DENTIST
ECOLOGICAL MONITOR
SANITARY AIDE
BACTERIOLOGIST
OCCUPATIONAL THERAPIST
HEALTH EDUCATOR
OSTEOPATH
PSYCHIATRIST
PSYCHOLOGIST
LAB TECHNICIAN
X-RAY TECHNICIAN
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CHIROPRACTOR
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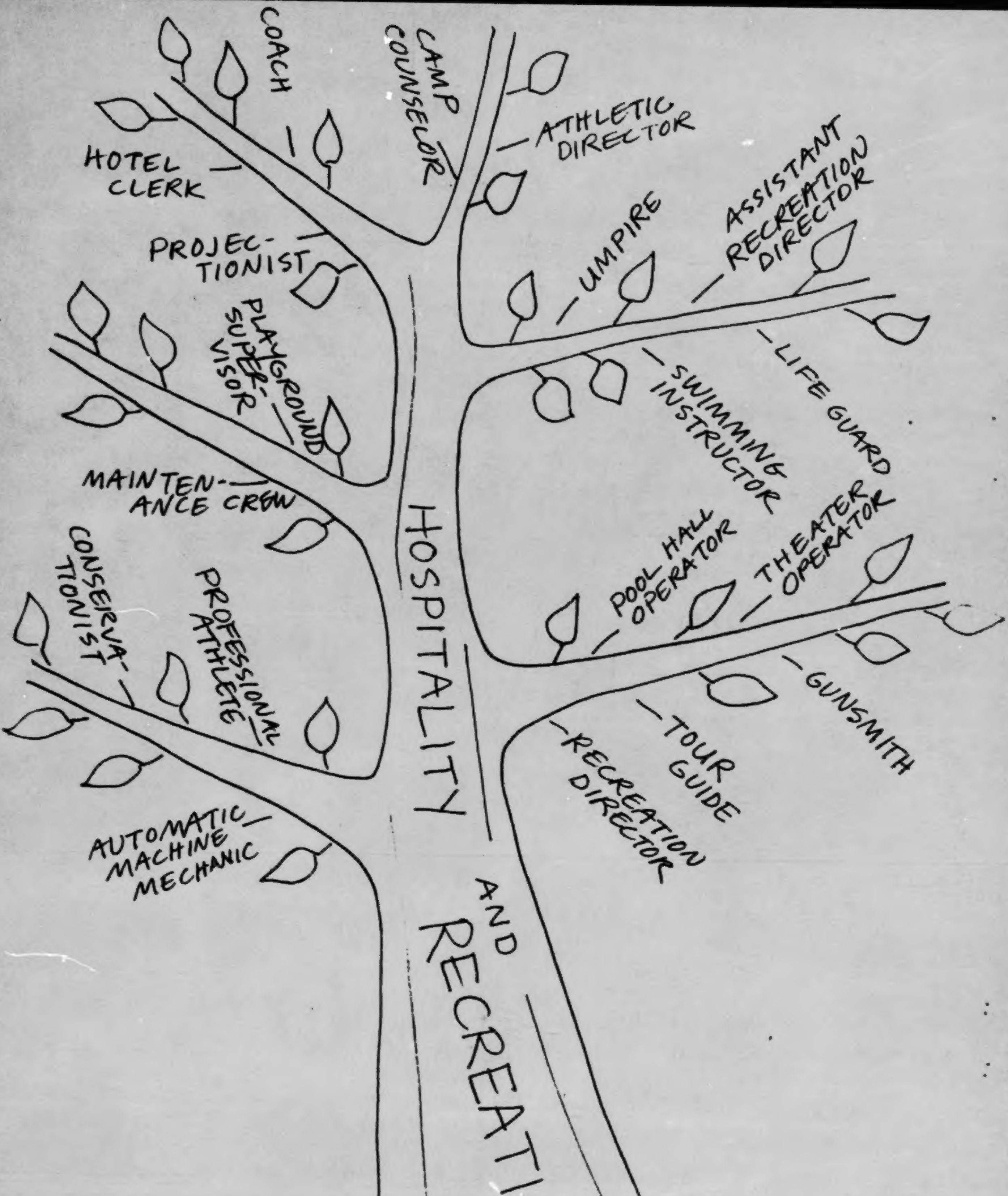
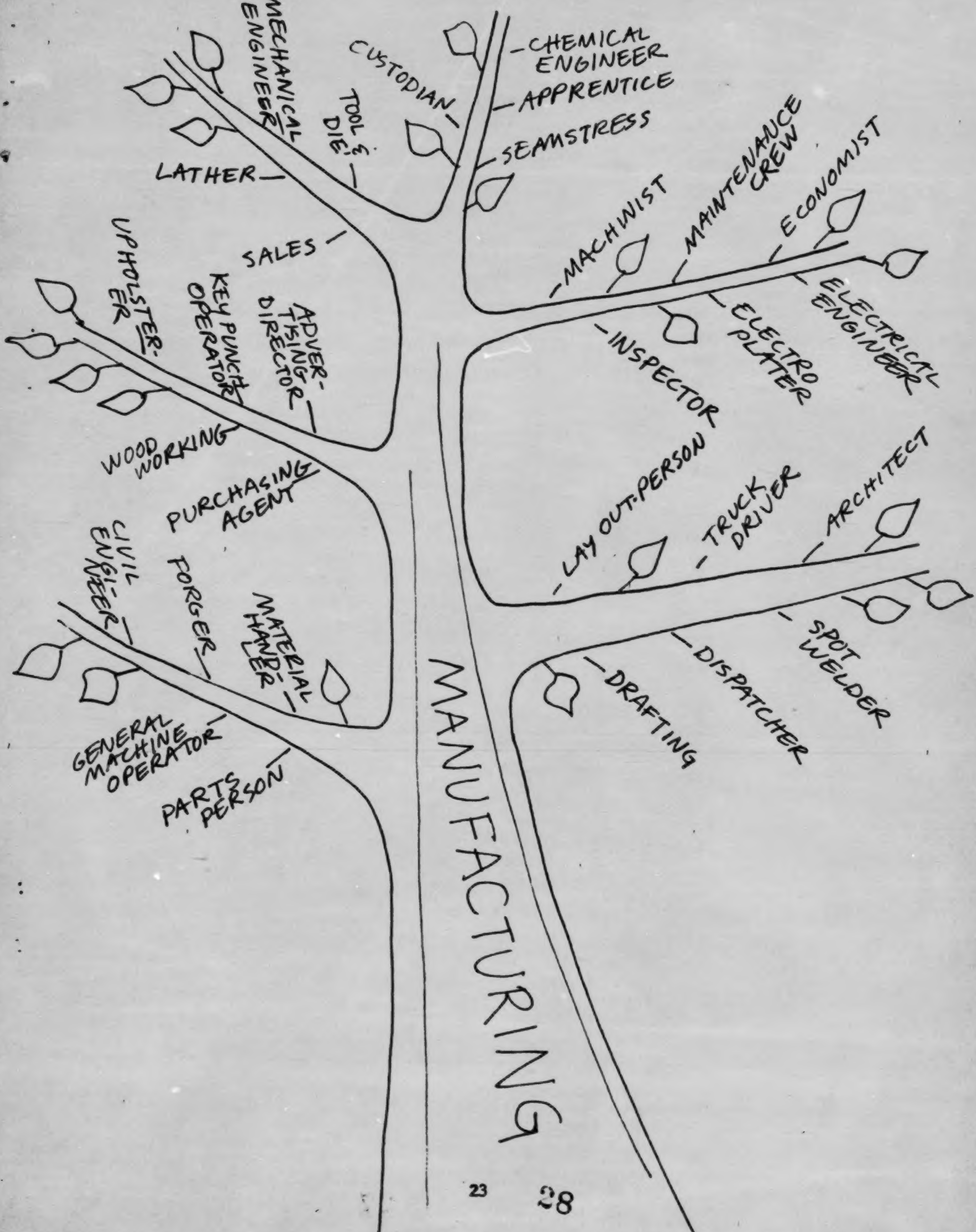
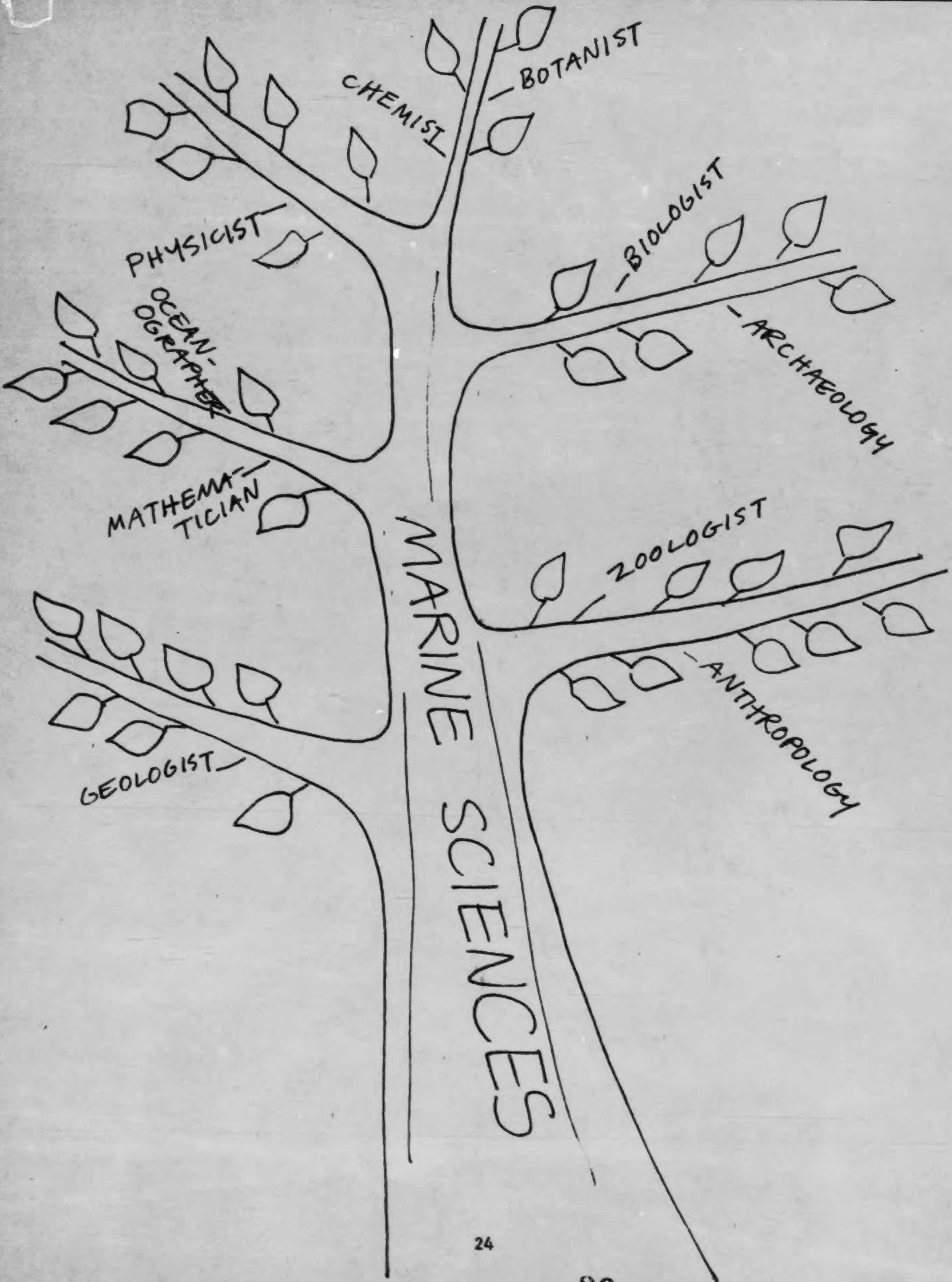
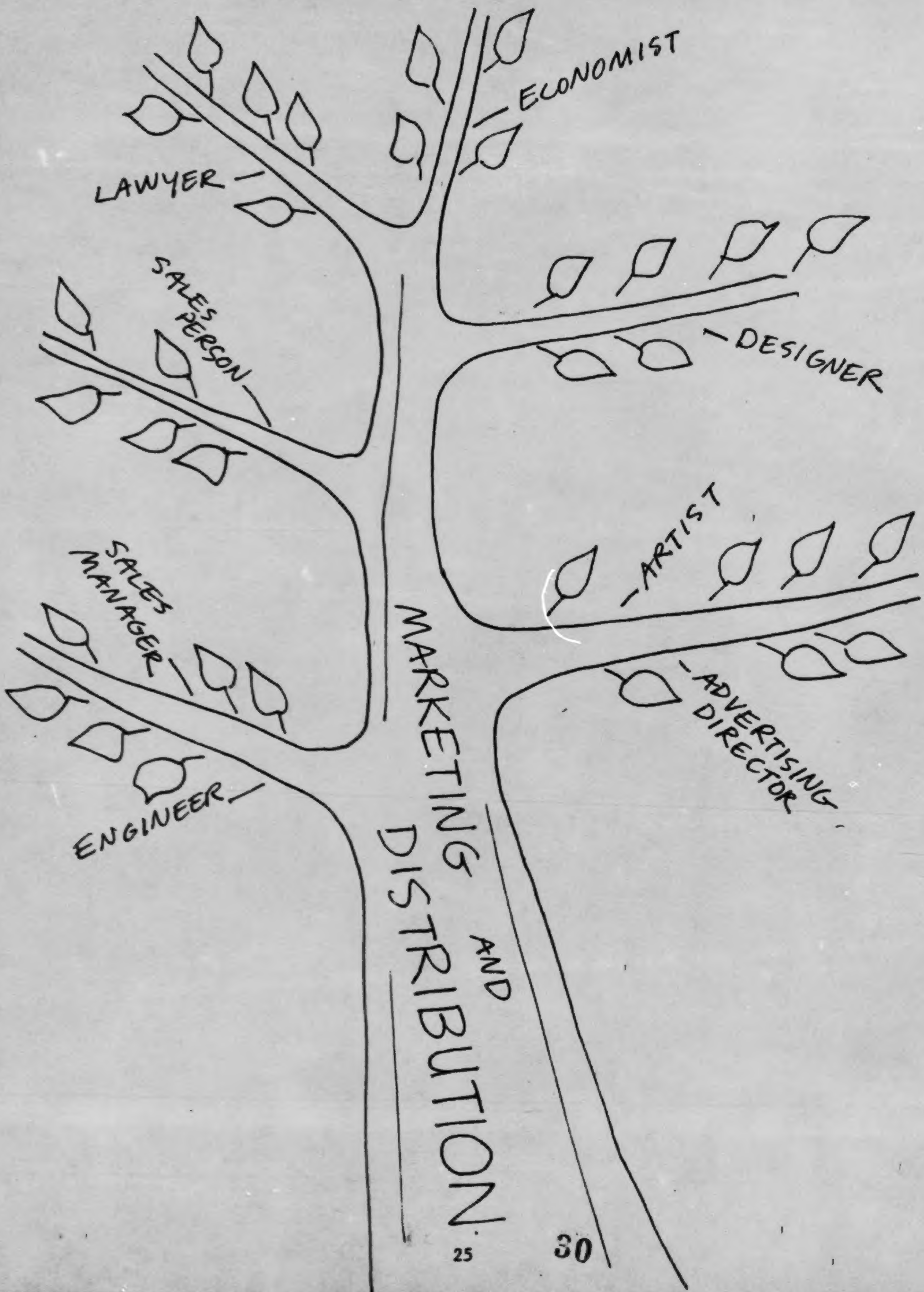
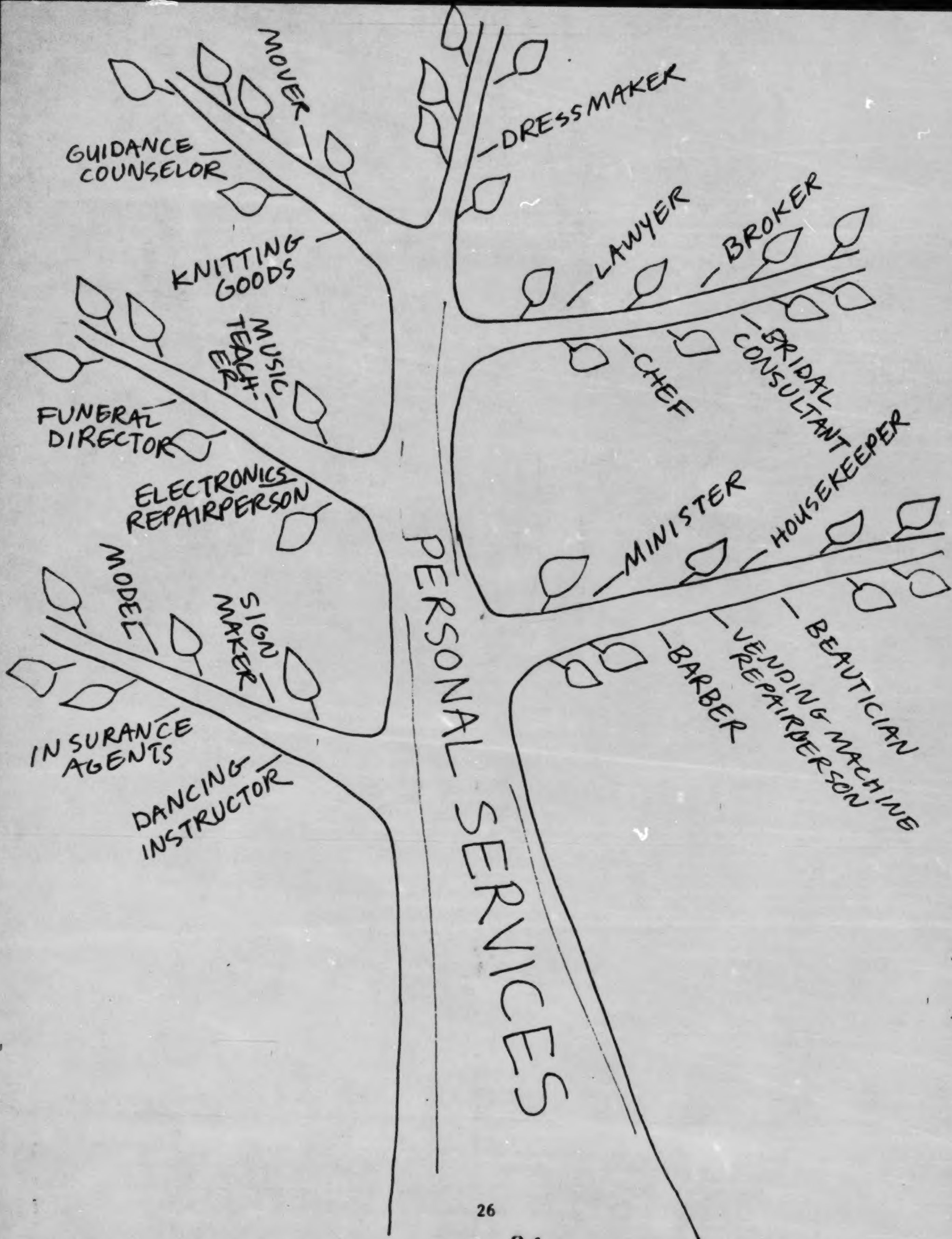
DOCTOR
VETERINARIAN
HEALTH STATISTICIAN
HEALTH HYGIENIST

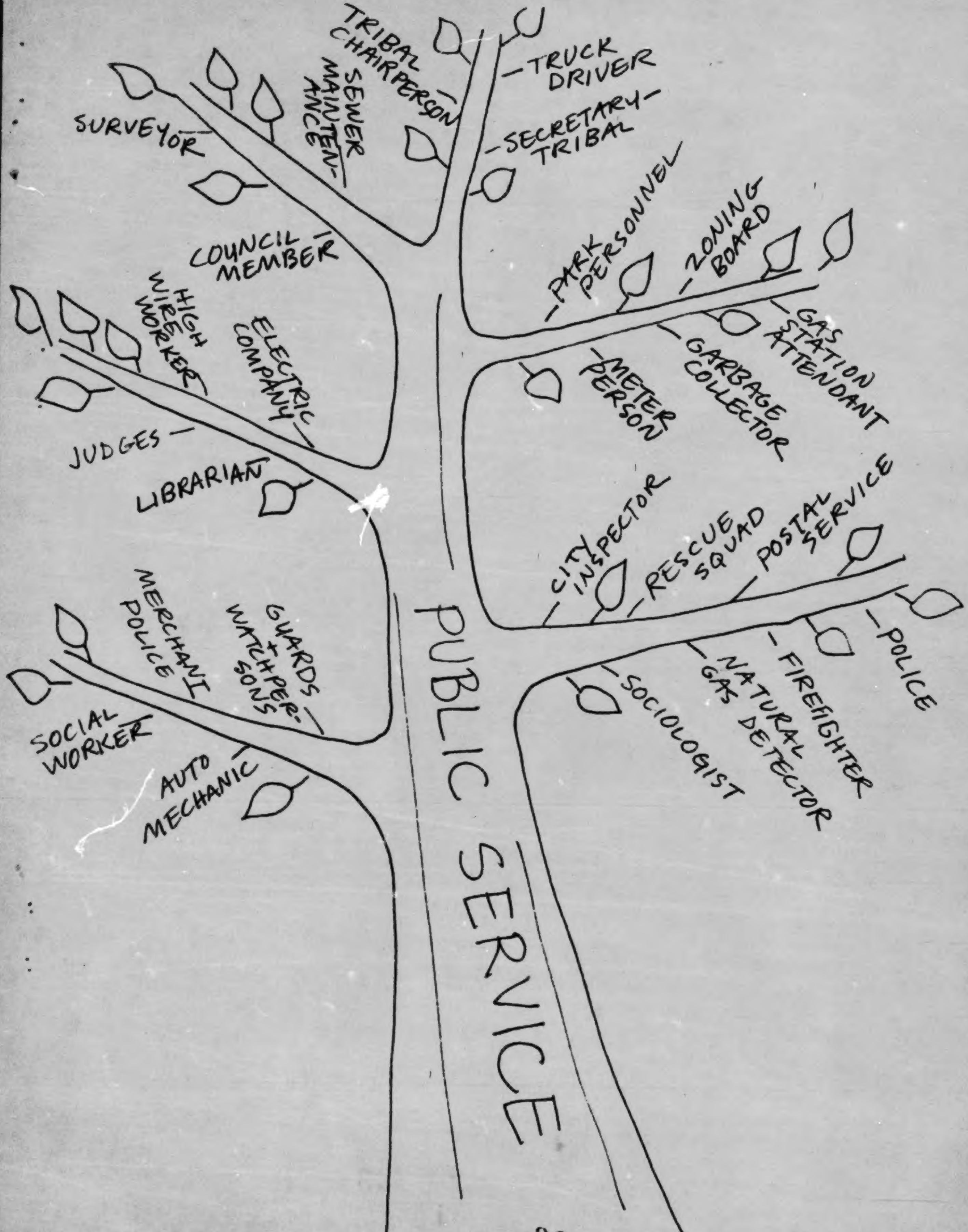

COACH
CAMP COUNSELOR
ATHLETIC DIRECTOR
HOTEL CLERK
UMPIRE
ASSISTANT RECREATION DIRECTOR
PROJECTIONIST
PLAYGROUND SUPERVISOR
SWIMMING INSTRUCTOR
LIFE GUARD
MAINTENANCE CREW
CONSERVATIONIST
PROFESSIONAL ATHLETE
POOL HALL OPERATOR
THEATER OPERATOR
GUNSMITH
TOUR GUIDE
RECREATION DIRECTOR
AUTOMATIC MACHINE MECHANIC
HOSPITALITY
AND
RECREATION

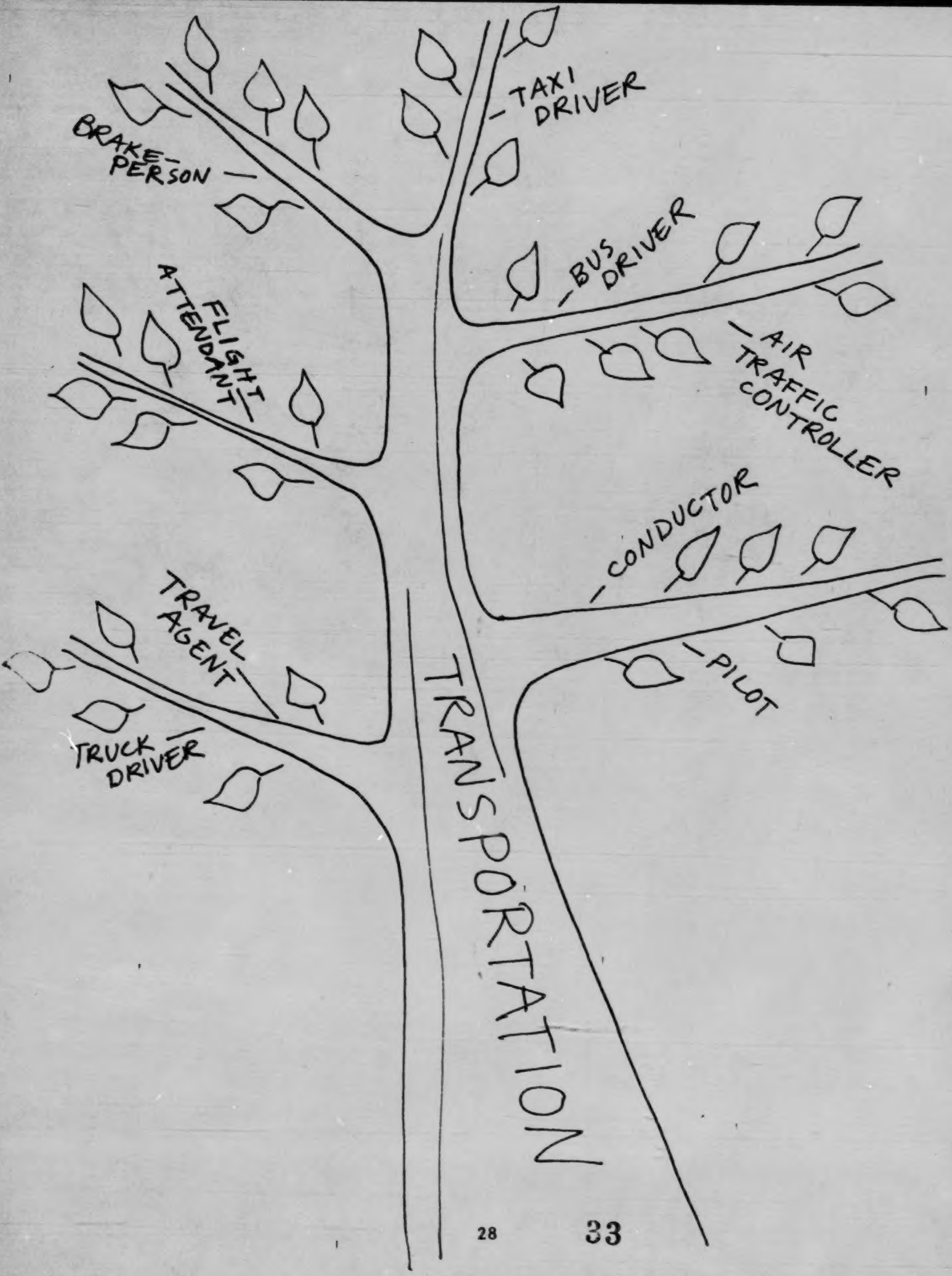

MECHANICAL ENGINEER
CUSTODIAN
CHEMICAL ENGINEER
APPRENTICE
TOOL & DIE
SEAMSTRESS
LATHER
SALES
MACHINIST
MAINTENANCE CREW
ECONOMIST
UPHOLSTER-ER
KEY PUNCH OPERATOR
ADVER-TISING DIRECTOR
ELECTRO PLATER
ELECTRICAL ENGINEER
INSPECTOR
WOOD WORKING
PURCHASING AGENT
LAY OUT PERSON
TRUCK DRIVER
ARCHITECT
CIVIL ENGI-NEER
FORGER
MATERIAL HAND-LER
SPOT WELDER
DISPATCHER
DRAFTING
GENERAL MACHINE OPERATOR
PARTS PERSON
MANUFACTURING


BOTANIST
CHEMIST
PHYSICIST
BIOLOGIST
OCEAN-OGRAPHER
ARCHAEOLOGY
MATHEMATICIAN
ZOOLOGIST
GEOLOGIST
ANTHROPOLOGY
MARINE SCIENCES


ECONOMIST
LAWYER
SALES PERSON
DESIGNER
ARTIST
SALES MANAGER
ADVERTISING DIRECTOR
ENGINEER
MARKETING AND DISTRIBUTION


MOVER
DRESSMAKER
GUIDANCE COUNSELOR
LAWYER
BROKER
KNITTING GOODS
MUSIC TEACHER
FUNERAL DIRECTOR
CHEF
BRIDAL CONSULTANT
ELECTRONICS REPAIRPERSON
MINISTER
HOUSEKEEPER
MODEL
SIGN MAKER
BARBER
VENDING MACHINE REPAIRPERSON
BEAUTICIAN
INSURANCE AGENTS
DANCING INSTRUCTOR
PERSONAL SERVICES


PUBLIC SERVICE
TRIBAL CHAIRPERSON
TRUCK DRIVER
SECRETARY-TRIBAL
SEWER MAINTENANCE
SURVEYOR
COUNCIL MEMBER
HIGH WIRE WORKER
ELECTRIC COMPANY
JUDGES
LIBRARIAN
PARK PERSONNEL
ZONING BOARD
GAS STATION ATTENDANT
GARBAGE COLLECTOR
METER PERSON
CITY INSPECTOR
RESCUE SQUAD
POSTAL SERVICE
POLICE
FIREFIGHTER
NATURAL GAS DETECTOR
SOCIOLOGIST
MERCHANT POLICE
GUARDS + WATCHPERSONS
SOCIAL WORKER
AUTO MECHANIC


TAXI DRIVER
BRAKE-PERSON
BUS DRIVER
FLIGHT ATTENDANT
AIR TRAFFIC CONTROLLER
CONDUCTOR
TRAVEL AGENT
PILOT
TRUCK DRIVER
TRANSPORTATION

To Be A ______

ONE NEEDS:

Education beyond high school:

High school courses:

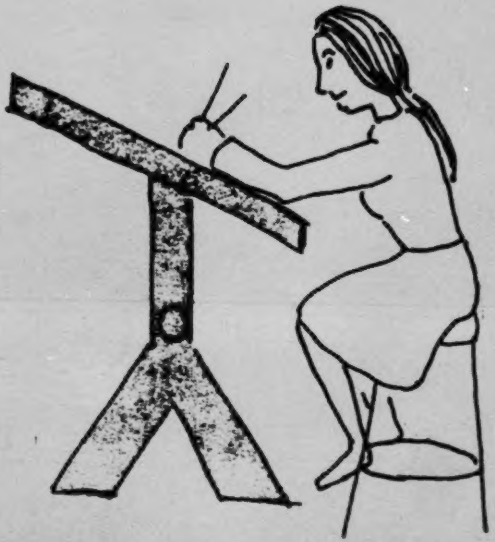
Personal characteristics:

ONE CAN EXPECT:

Salary:

Chance of advancement:

Demand:



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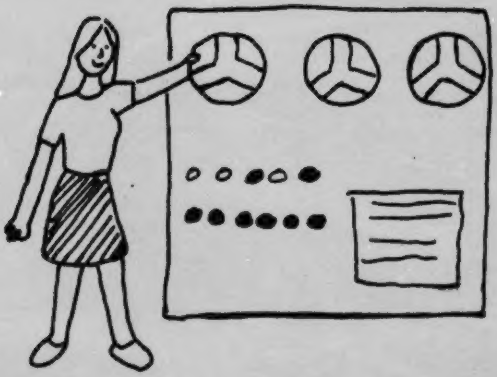

To Be A ____________

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Education beyond high school:

High school courses:

Personal characteristics:

ONE CAN EXPECT:

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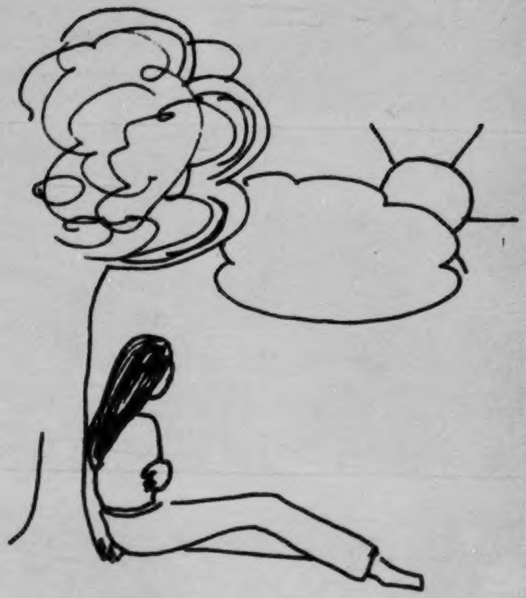
Demand:



Work Orientation Questionnaire

Directions: The following statements describe various things about working on a job. You are to respond to each statement in the way you think you would if you were working today at the job of your choice. Circle whether you would be likely to behave in the way described - (A) Always, (F) Frequently, (O) Occasionally, (S) Seldom, (N) Never.

If I were working today . . .

A F O S N 1. I would enjoy acting as the spokesperson for my fellow workers.

A F O S N 2. I would like to get as much overtime work as possible.

A F O S N 3. I would like to have complete freedom on my job.

A F O S N 4. I would like to know exactly what my job responsibilities are.

A F O S N 5. I would like to be able to use my own judgment in solving problems.

A F O S N 6. I would encourage fellow workers to get their jobs done right.

A F O S N 7. I would like to try out my ideas on the job.

A F O S N 8. I would want workers to do their job the way they think best.

A F O S N 9. I would work hard for a promotion.

A F O S N 10. I would keep the work moving as fast as possible.

A F O S N 11. I would settle conflicts when they occur among my fellow workers.

A F O S N 12. I might get swamped by too many details.

A F O S N 13. I would like my boss to be clear on what and how things should be done.

A F O S N 14. I would like each worker to be assigned particular jobs to do.

A F O S N 15. I would like all workers to follow standard rules and regulations.

A F O S N 16. I would dislike a boss who made employees compete with each other in getting the job done.

A F O S N 17. I would want my fellow workers to be really interested in getting the job done right the first time.

A F O S N 18. I would like to be known as a friendly, cooperative, worker.

A F O S N 19. I don't think anything could be worse than having to work with people with whom I couldn't be friends.

A F O S N 20. I would like to keep learning new and interesting things to help me do my job.

A F O S N 21. I would do my best when I worked with a group of people who got along well together.

A F O S N 22. I would work my best when my boss encouraged me to work harder so that my job would help the company produce more.

A F O S N 23. I don't think anything could be worse than failing to get an important job done.

A F O S N 24. I would be disturbed by a lot of bickering and arguments among the people with whom I worked.

A F O S N 25. I would really like a boss who gets the job done.

A F O S N 26. In my time away from the job, I would prefer getting together with friends more than working on hobbies.

A F O S N 27. I would like to be the person whose planning got the job done.

A F O S N 28. I would find working with good friends more important than getting the job done.

A F O S N 29. I would really like a boss who was easy to talk to and made the job a friendly place in which to work.

A F O S N 30. I would like to be known as a worker who does a job fast and well.

T______________________ P______________________

SCORING THE WORK ORIENTATION QUESTIONNAIRE

A. Write a 1 in front of all the items on which you circled either A (Always) or F (Frequently).

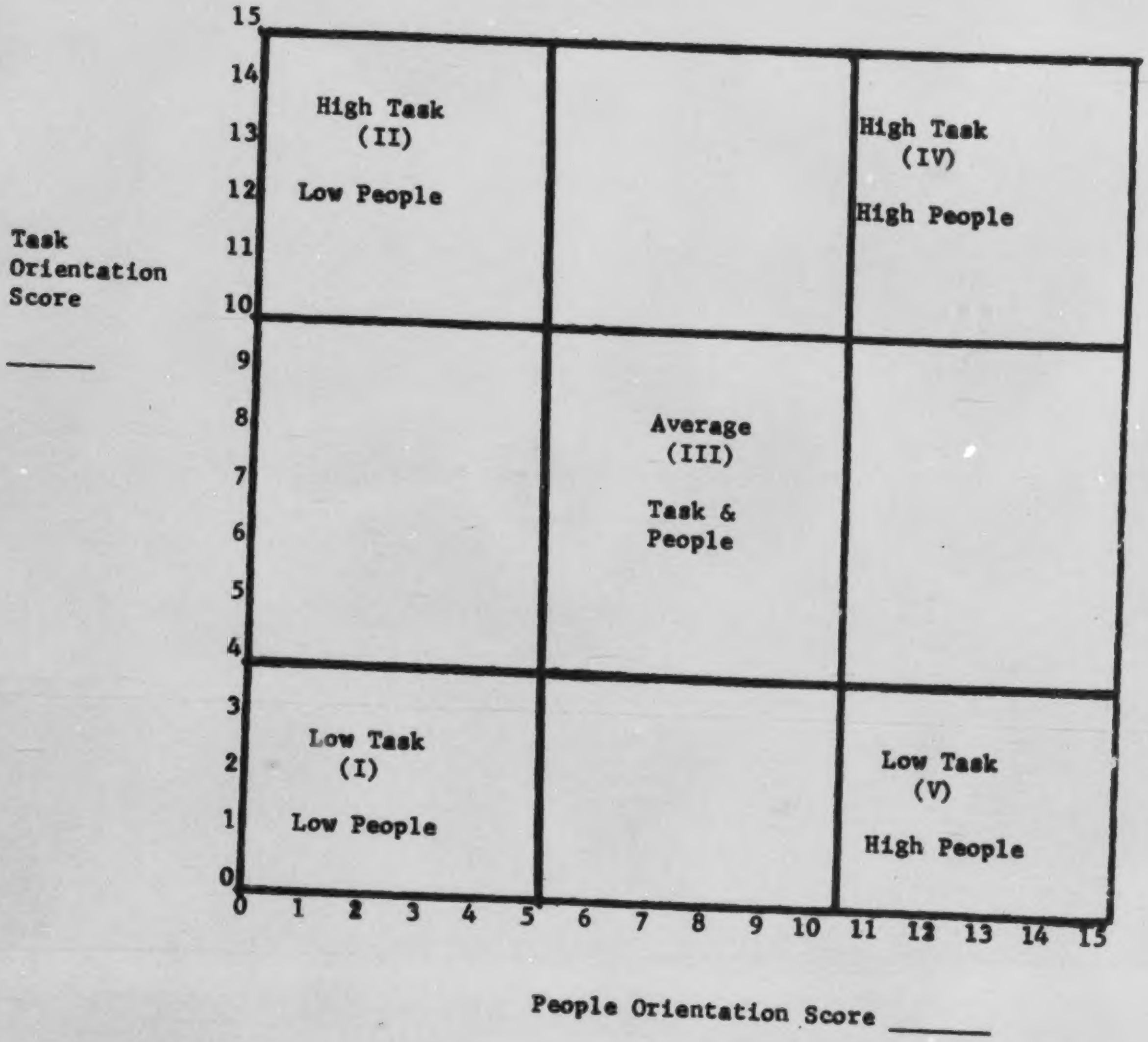
B. Circle the "1's" which you have written in front of the following items: 1, 3, 5, 7, 8, 11, 12, 16, 18, 19, 21, 24, 26, 28, 29.

C. Count the circled "1's". This is your person orientation (P) score. Record the score in the blank following the letter "P" at the end of the questionnaire.

D. Count the uncircled "1's". This is your task orientation score (T). Record this number in the blank following the letter T.

Work Orientation Grid

In order to locate yourself on the Work Orientation Grid below find your score on the People dimension (P) on the lower horizontal line. Next, move up the column corresponding to your P-score to the square that corresponds to your Task score (T). Place an X in the square that represents your two scores.


Task Orientation Score ______
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0
High Task (II) Low People
High Task (IV) High People
Average (III) Task & People
Low Task (I) Low People
Low Task (V) High People
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
People Orientation Score ______

What About This Job?

Using want ads from a newspaper, select two or three jobs and answer the following questions:

What kind of education is needed?

What salary would one expect?

What might employment opportunities be like in five or 10 years?

What are some of the reasons a person might like a job like this?

What are some of the reasons a person might not like a job like this?

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Career Opportunities

Book III

by Cathaleen Finley

About The Author

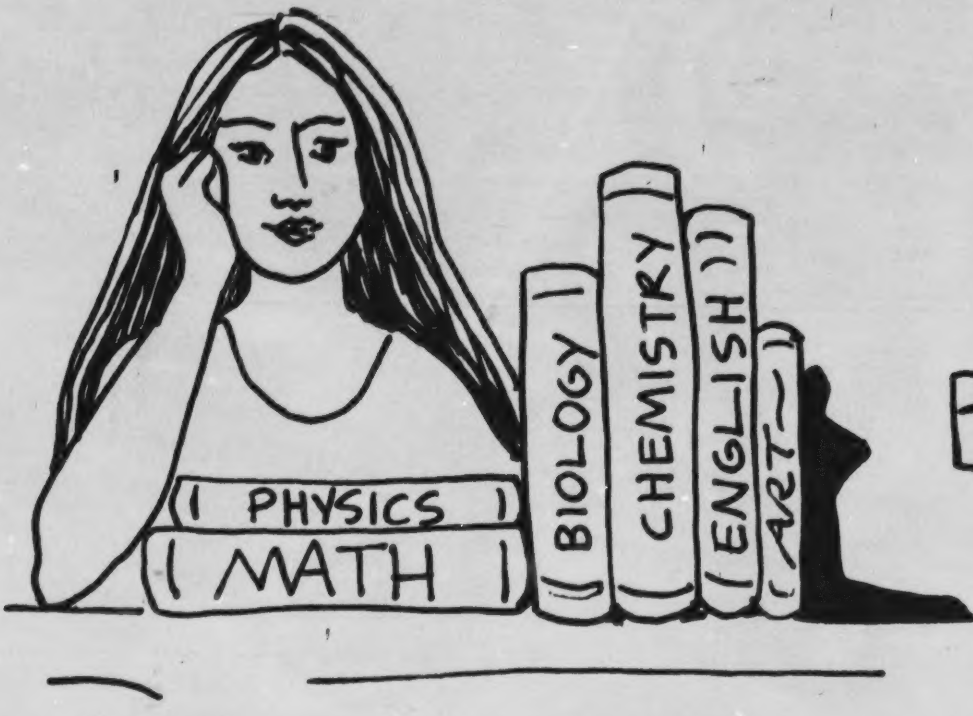
Cathaleen Finley is an associate professor in the Department of Family Development, University of Wisconsin—Extension.

About The Program

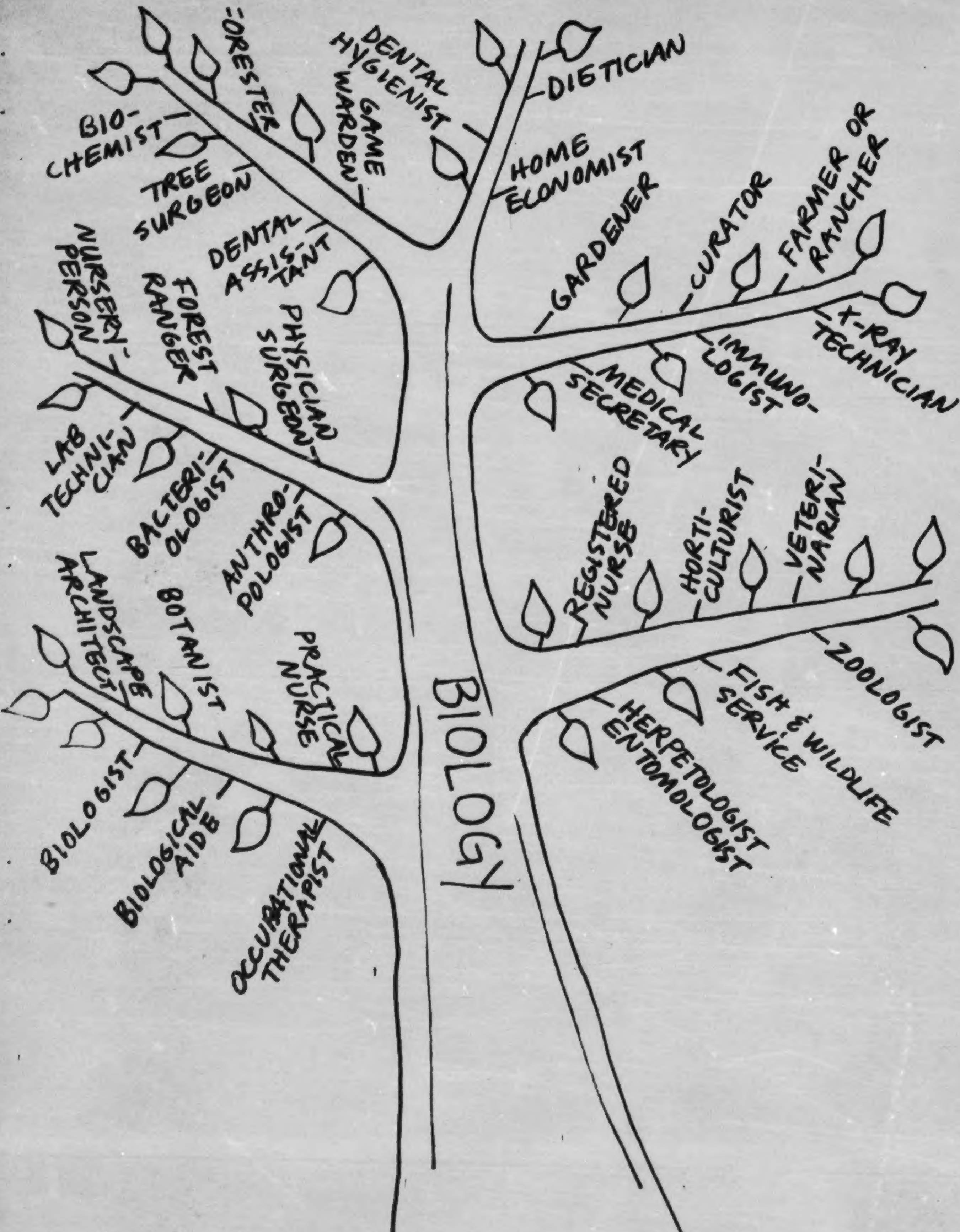
"Career Opportunities" has been developed as part of the project Choices & Careers, Free to Choose, a career development project for tribal girls. The project was developed with the assistance of tribal women in Wisconsin and was funded with special needs funds from Extension Service-USDA.

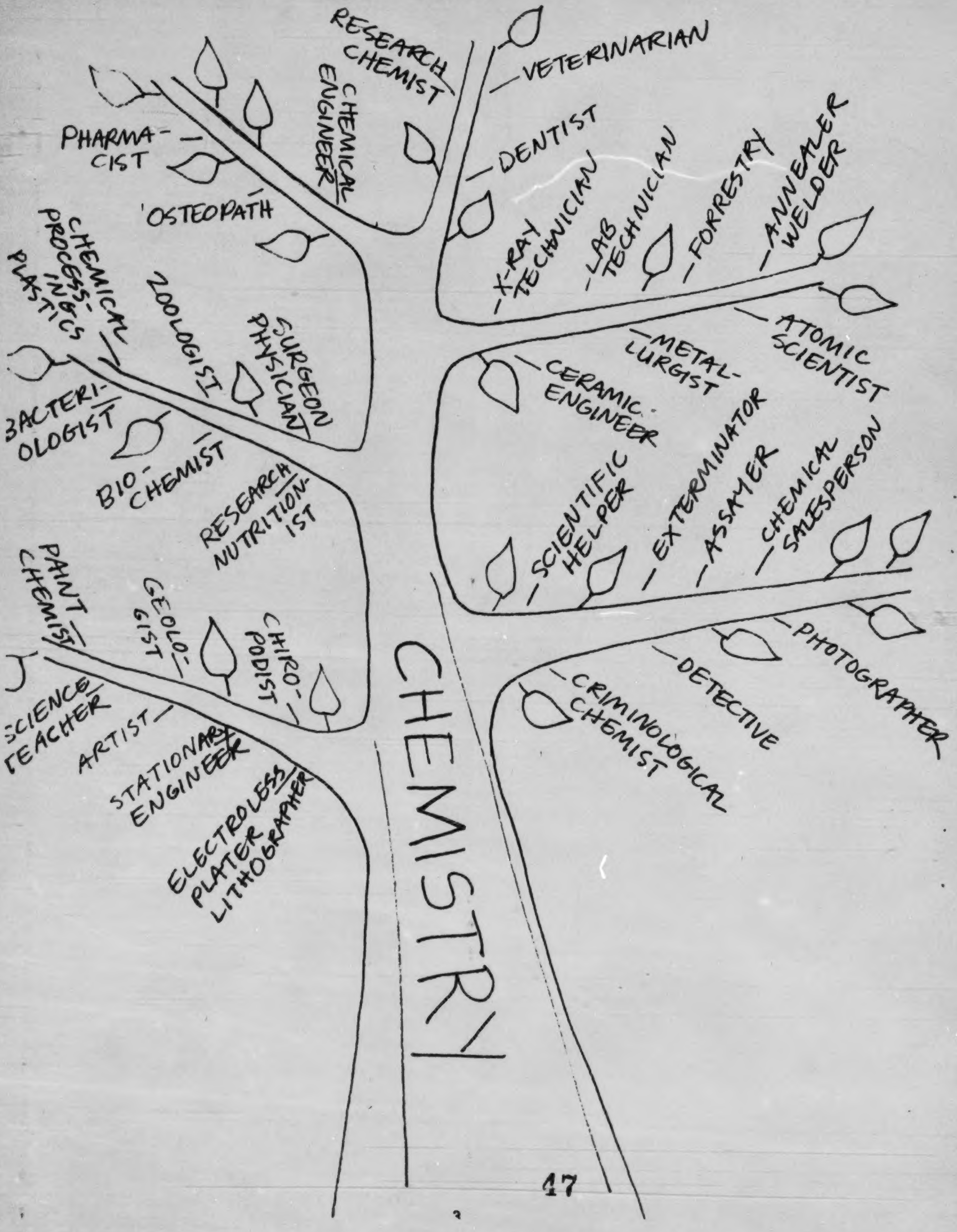
W3G06

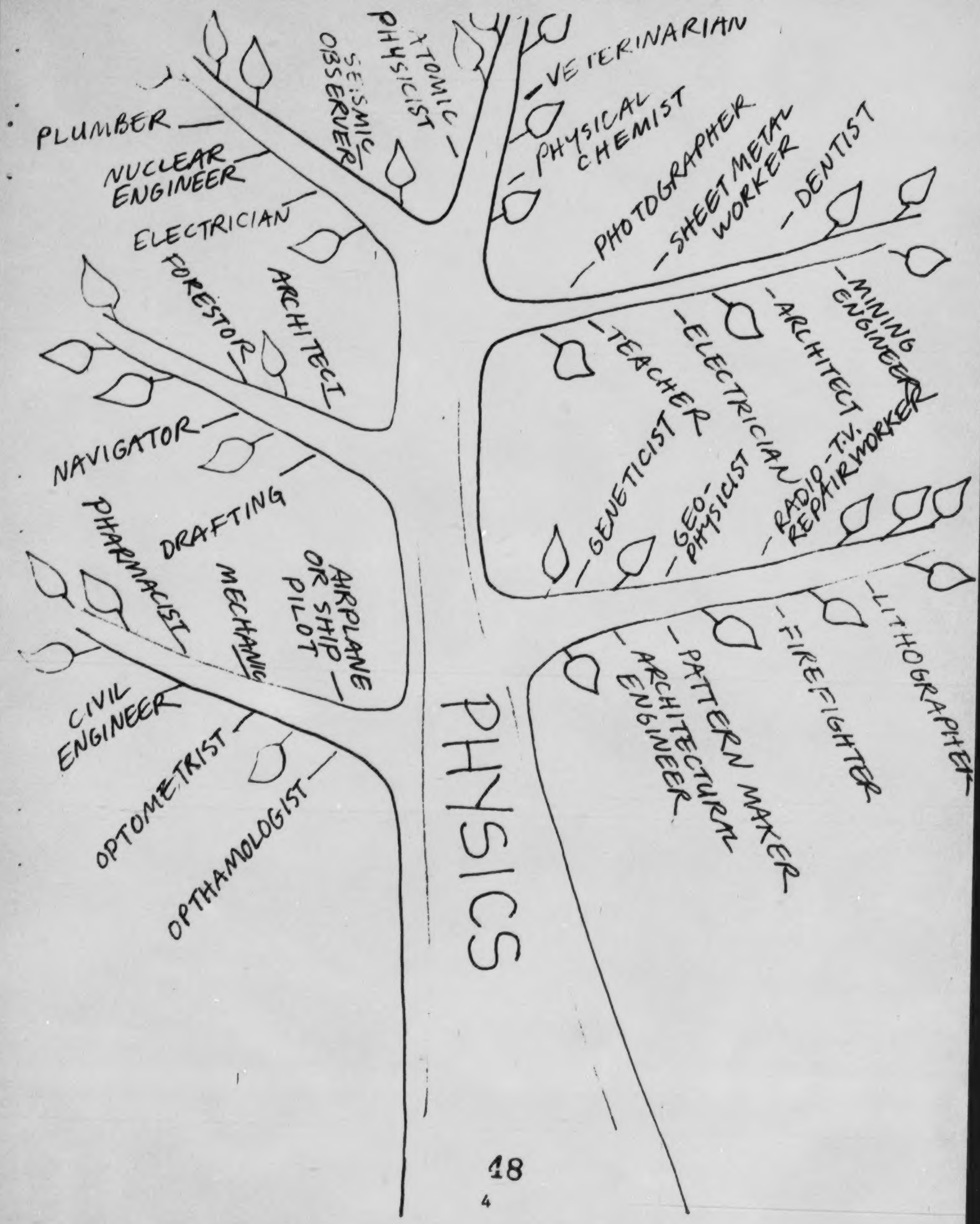
JOB CLUSTERS


PHYSICS
MATH
BIOLOGY
CHEMISTRY
ENGLISH
ART

BY SCHOOL SUBJECTS


FORESTER
DENTAL HYGIENIST
GAME WARDEN
DIETICIAN
BIO-CHEMIST
TREE SURGEON
HOME ECONOMIST
DENTAL ASSISTANT
GARDENER
CURATOR
FARMER OR RANCHER
NURSERY-PERSON
FOREST RANGER
PHYSICIAN-SURGEON
X-RAY TECHNICIAN
IMMUNOLOGIST
MEDICAL SECRETARY
LAB TECHNICIAN
BACTERIOLOGIST
ANTHROPOLOGIST
REGISTERED NURSE
HORTICULTURIST
VETERINARIAN
LANDSCAPE ARCHITECT
BOTANIST
PRACTICAL NURSE
ZOOLOGIST
FISH & WILDLIFE SERVICE
HERPETOLOGIST
ENTOMOLOGIST
BIOLOGIST
BIOLOGICAL AIDE
OCCUPATIONAL THERAPIST
BIOLOGY


RESEARCH CHEMIST
VETERINARIAN
CHEMICAL ENGINEER
PHARMACIST
DENTIST
OSTEOPATH
X-RAY TECHNICIAN
LAB TECHNICIAN
FORRESTRY
ANNEALER WELDER
CHEMICAL PROCESSING & PLASTICS
ZOOLOGIST
SURGEON PHYSICIAN
ATOMIC SCIENTIST
METALLURGIST
CERAMIC ENGINEER
BACTERIOLOGIST
BIOCHEMIST
RESEARCH NUTRITIONIST
SCIENTIFIC HELPER
EXTERMINATOR
ASSAYER
CHEMICAL SALESPERSON
PAINT CHEMIST
GEOLOGIST
CHIROPODIST
PHOTOGRAPHER
DETECTIVE
CRIMINOLOGICAL CHEMIST
SCIENCE TEACHER
ARTIST
STATIONARY ENGINEER
ELECTROLESS PLATER
LITHOGRAPHER
CHEMISTRY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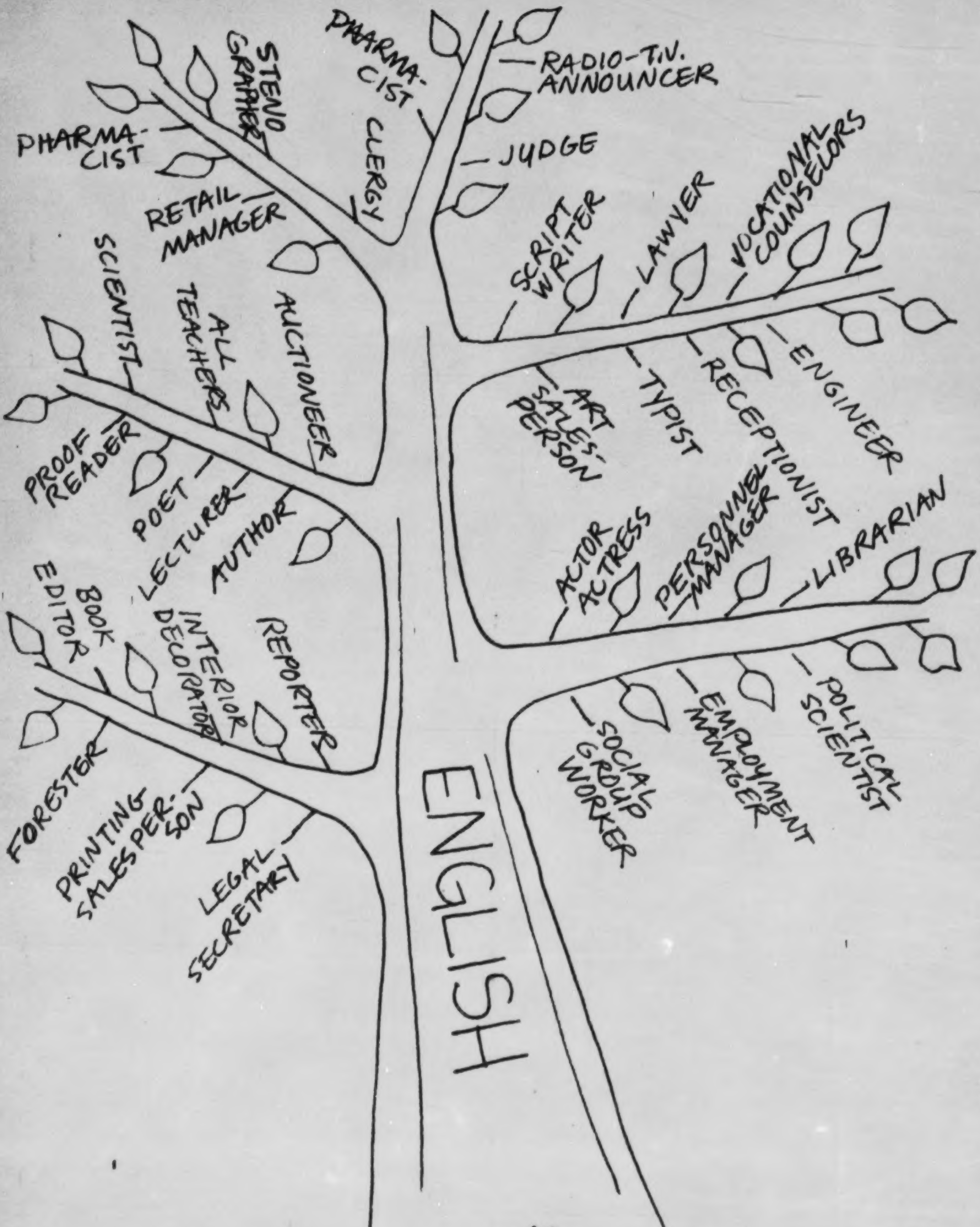
PLUMBER
NUCLEAR ENGINEER
ELECTRICIAN
SEISMIC OBSERVER
ATOMIC PHYSICIST
VETERINARIAN
PHYSICAL CHEMIST
PHOTOGRAPHER
SHEET METAL WORKER
DENTIST
FORESTOR
ARCHITECT
NAVIGATOR
TEACHER
ELECTRICIAN
ARCHITECT
MINING ENGINEER
GENETICIST
GEO-PHYSICIST
RADIO-T.V. REPAIR WORKER
DRAFTING
PHARMACIST
MECHANIC
AIRPLANE OR SHIP PILOT
CIVIL ENGINEER
OPTOMETRIST
OPTHAMOLOGIST
ARCHITECTURAL ENGINEER
PATTERN MAKER
FIREFIGHTER
LITHOGRAPHER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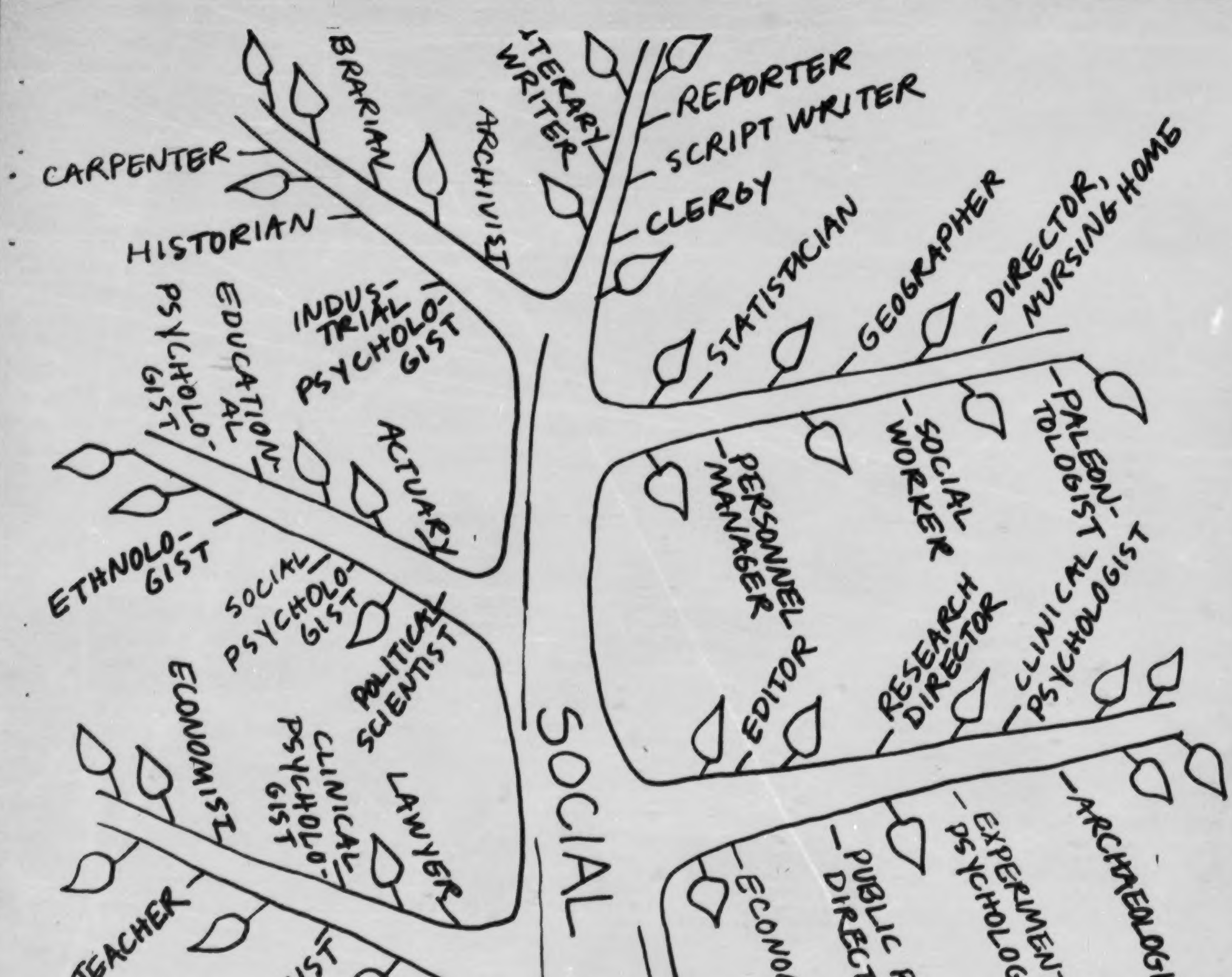
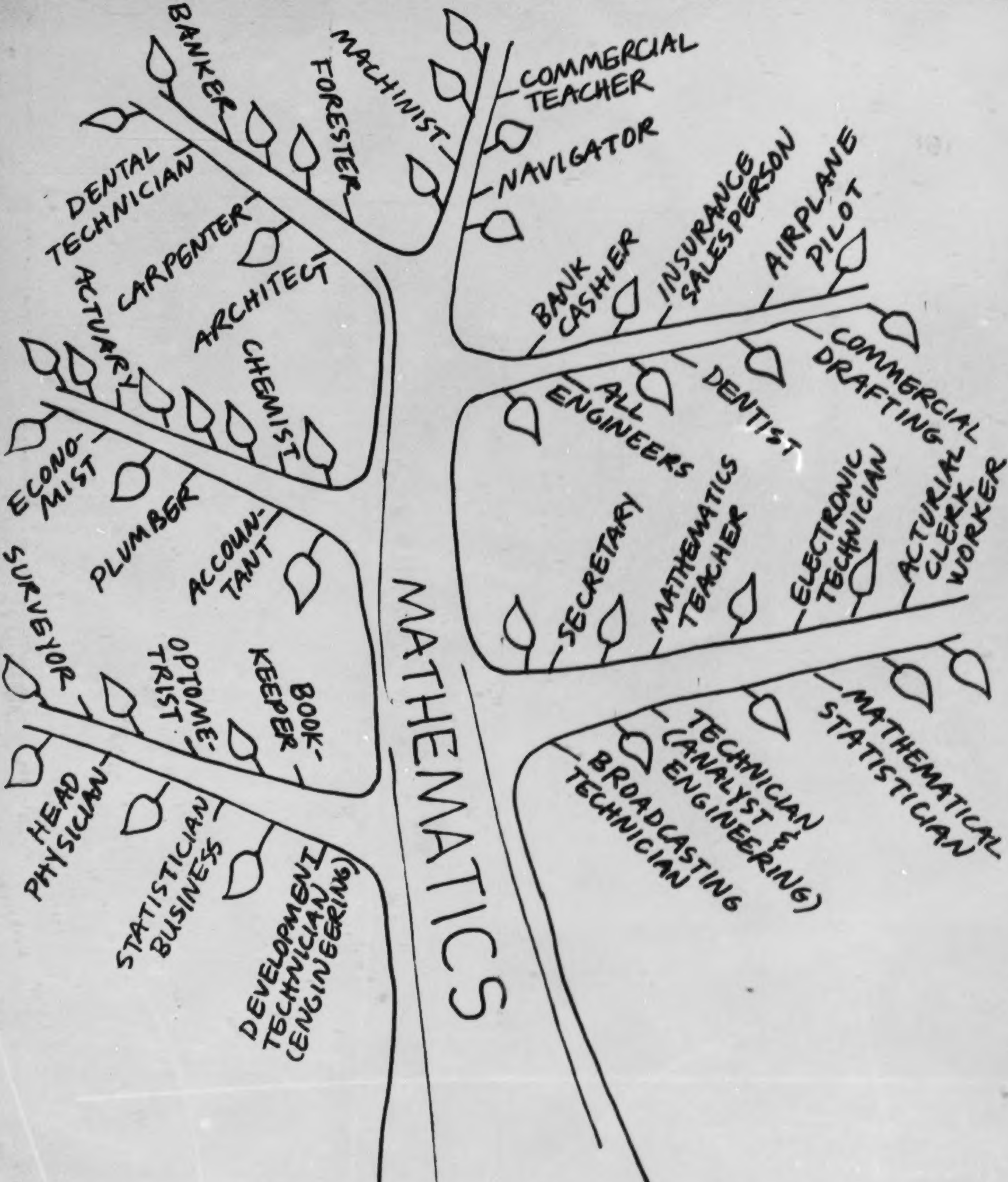
STENOGRAPHER
PHARMACIST
CLERGY
RADIO-T.V. ANNOUNCER
JUDGE
RETAIL MANAGER
SCIENTIST
ALL TEACHERS
AUCTIONEER
SCRIPT WRITER
LAWYER
VOCATIONAL COUNSELORS
ART SALES-PERSON
TYPIST
RECEPTIONIST
ENGINEER
PROOF READER
POET
LECTURER
AUTHOR
ACTOR ACTRESS
PERSONNEL MANAGER
LIBRARIAN
BOOK EDITOR
INTERIOR DECORATOR
REPORTER
FORESTER
PRINTING SALESPERSON
LEGAL SECRETARY
SOCIAL GROUP WORKER
EMPLOYMENT MANAGER
POLITICAL SCIENTIST
ENGLISH


SOCIAL STUDIES
CARPENTER
HISTORIAN
BRARIAN
ARCHIVIST
TERARY WRITER
REPORTER
SCRIPT WRITER
CLERGY
STATISTACIAN
GEOGRAPHER
DIRECTOR, NURSING HOME
EDUCATIONAL PSYCHOLOGIST
INDUSTRIAL PSYCHOLOGIST
ACTUARY
PERSONNEL MANAGER
SOCIAL WORKER
PALEONTOLOGIST
ETHNOLOGIST
SOCIAL PSYCHOLOGIST
POLITICAL SCIENTIST
EDITOR
RESEARCH DIRECTOR
CLINICAL PSYCHOLOGIST
ECONOMIST
CLINICAL PSYCHOLOGIST
LAWYER
TEACHER
ANTHROPOLOGIST
FOREIGN CORRESPONDENT
ECONOMIST
PUBLIC RELATIONS DIRECTOR
EXPERIMENTAL PSYCHOLOGIST
ARCHAEOLOGIST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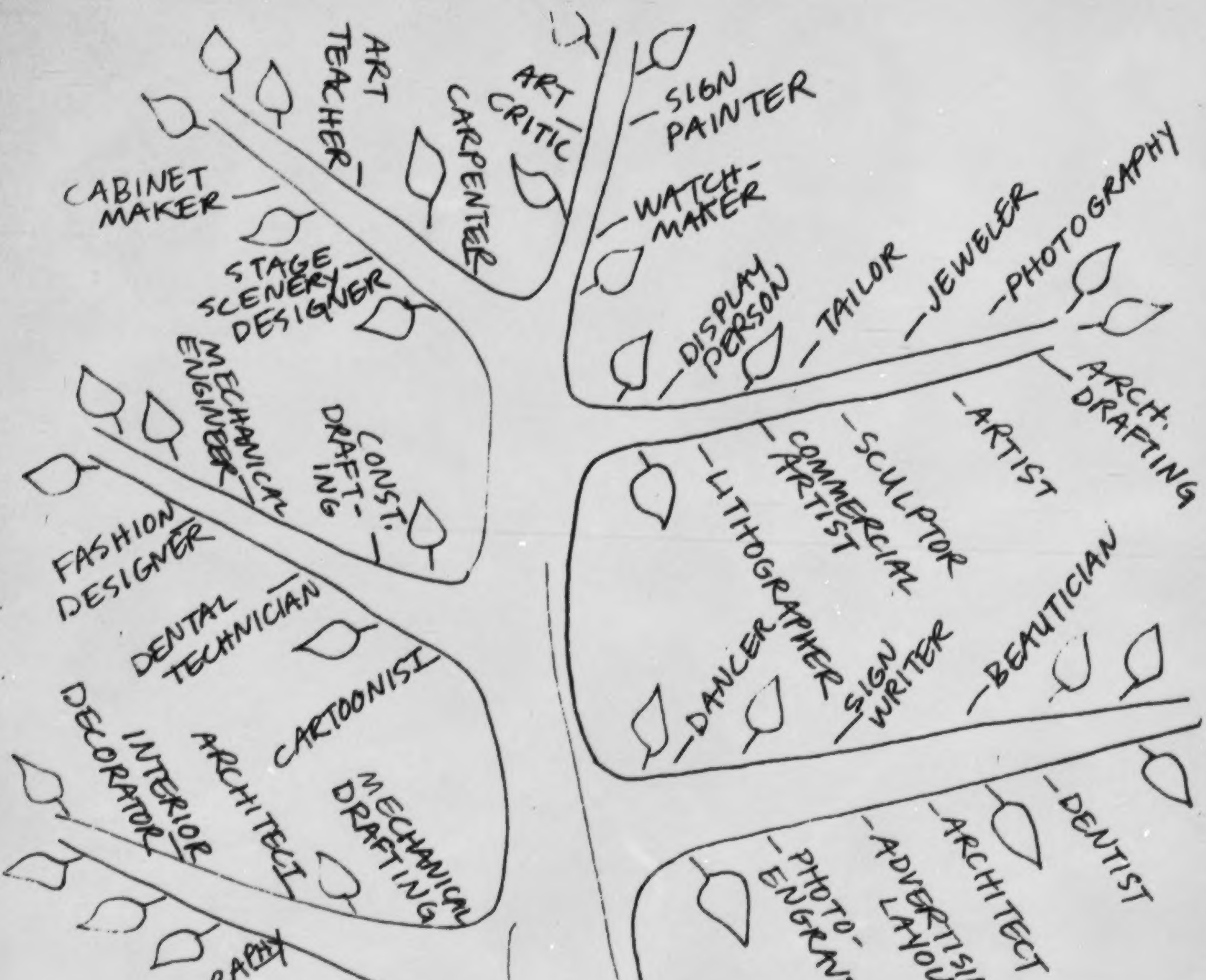
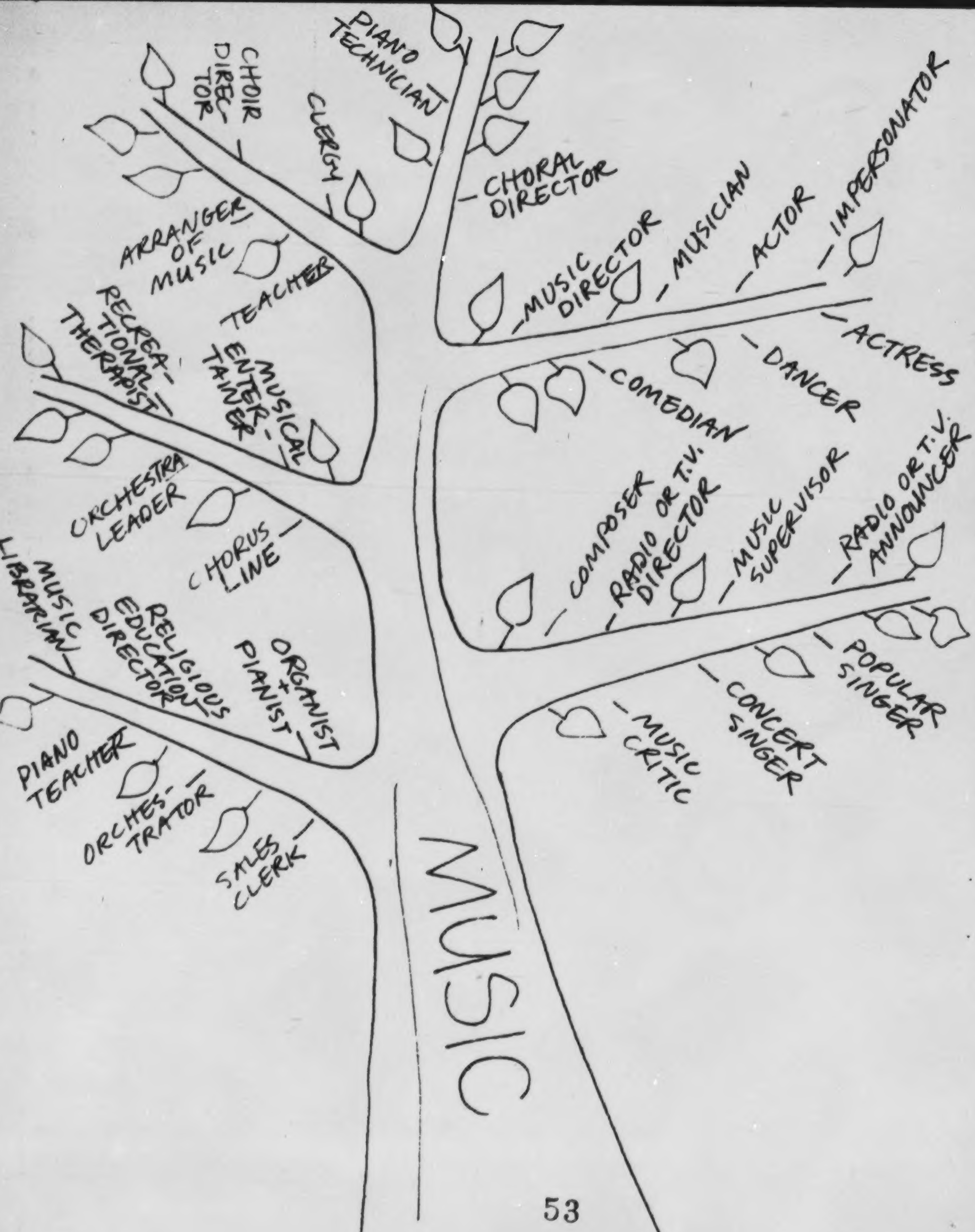
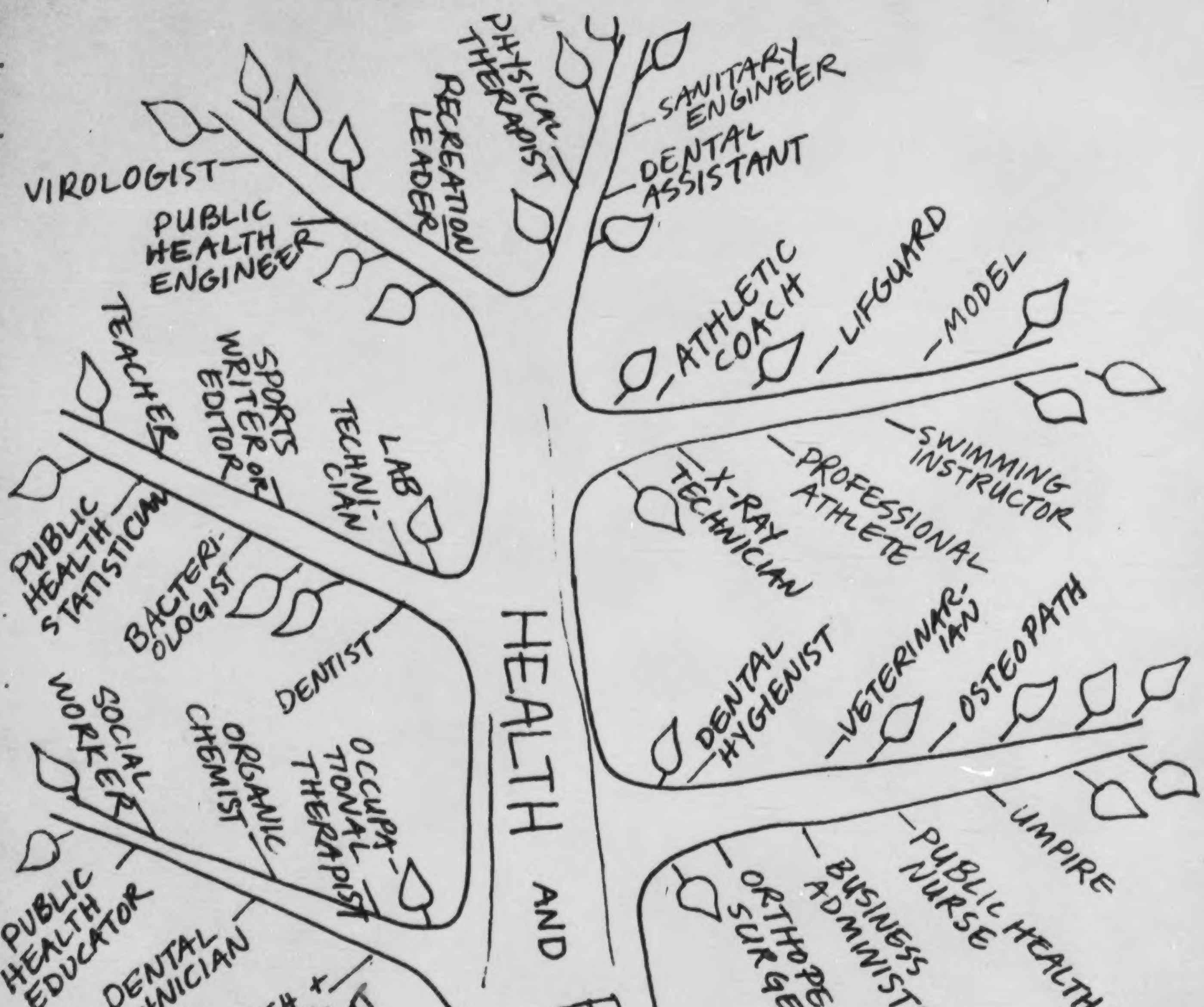
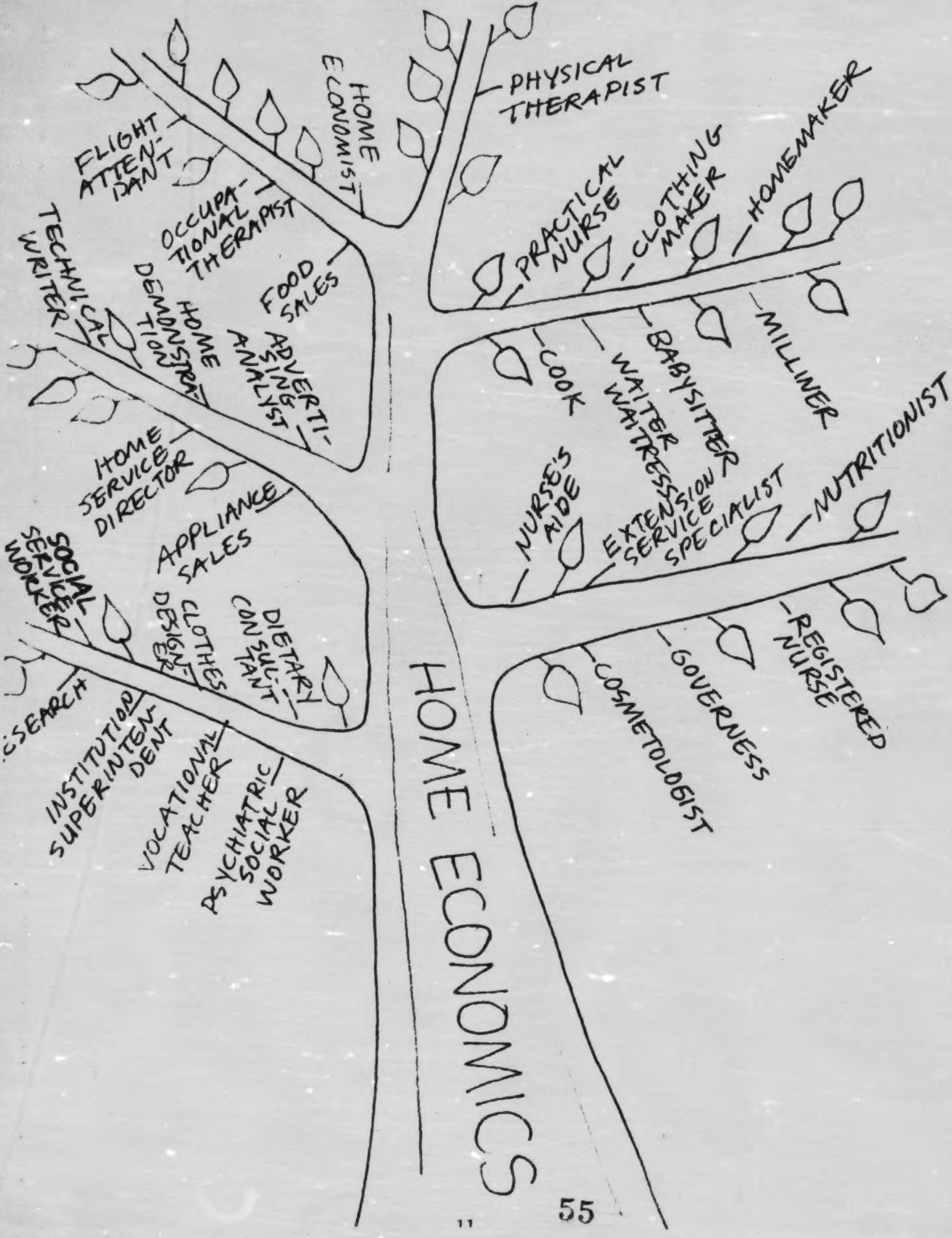
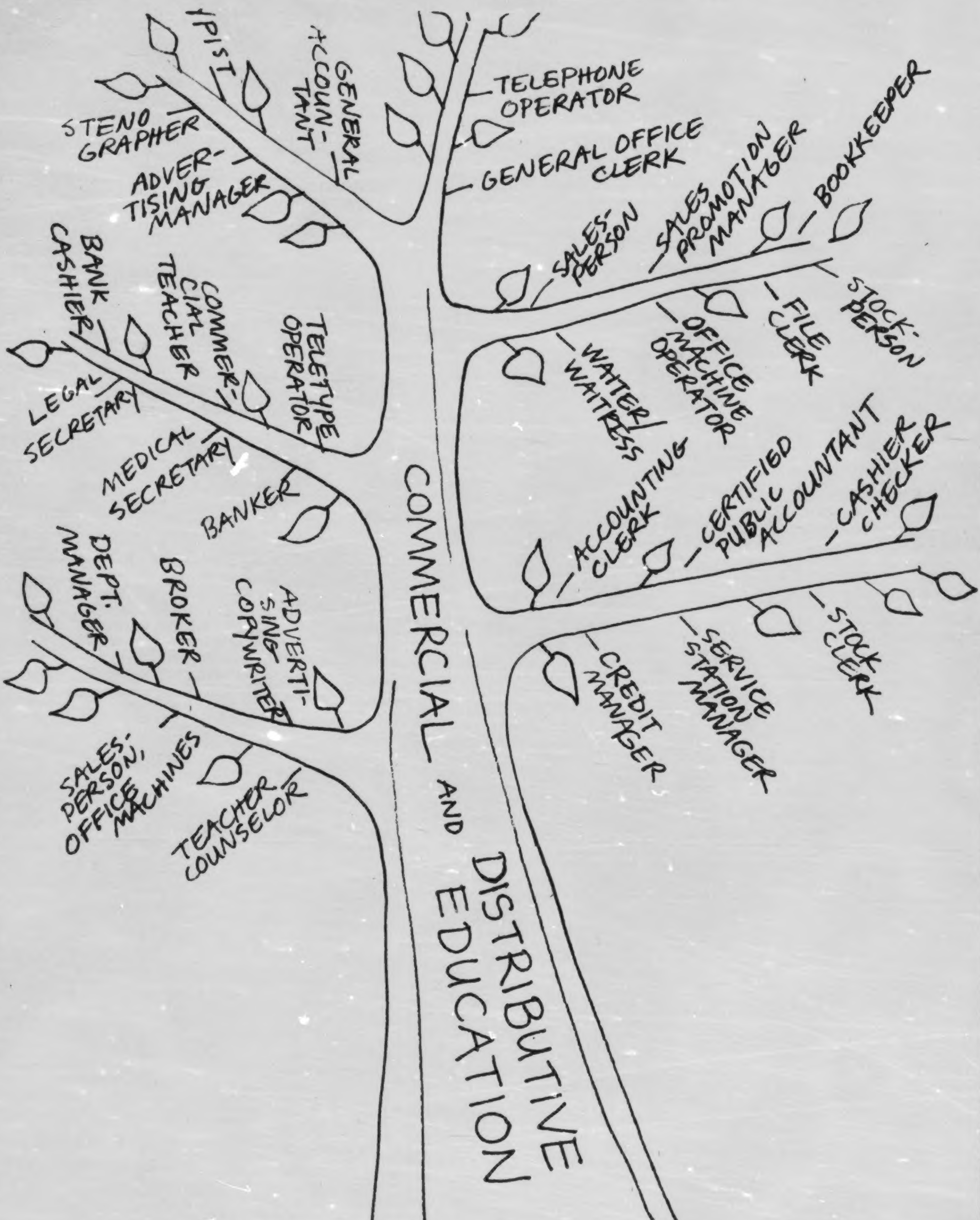
MACHINIST
FORESTER
COMMERCIAL TEACHER
NAVIGATOR
DENTAL TECHNICIAN
CARPENTER
ARCHITECT
ACTUARY
CHEMIST
ECONOMIST
PLUMBER
ACCOUNTANT
SURVEYOR
OPTOMETRIST
BOOKKEEPER
HEAD PHYSICIAN
STATISTICIAN BUSINESS
DEVELOPMENT TECHNICIAN (ENGINEERING)
MATHEMATICS
BANK CASHIER
INSURANCE SALESPERSON
AIRPLANE PILOT
COMMERCIAL DRAFTING
ALL ENGINEERS
DENTIST
SECRETARY
MATHEMATICS TEACHER
ELECTRONIC TECHNICIAN
ACTURIAL CLERK WORKER
TECHNICIAN (ANALYST & ENGINEERING)
BROADCASTING TECHNICIAN
MATHEMATICAL STATISTICIAN

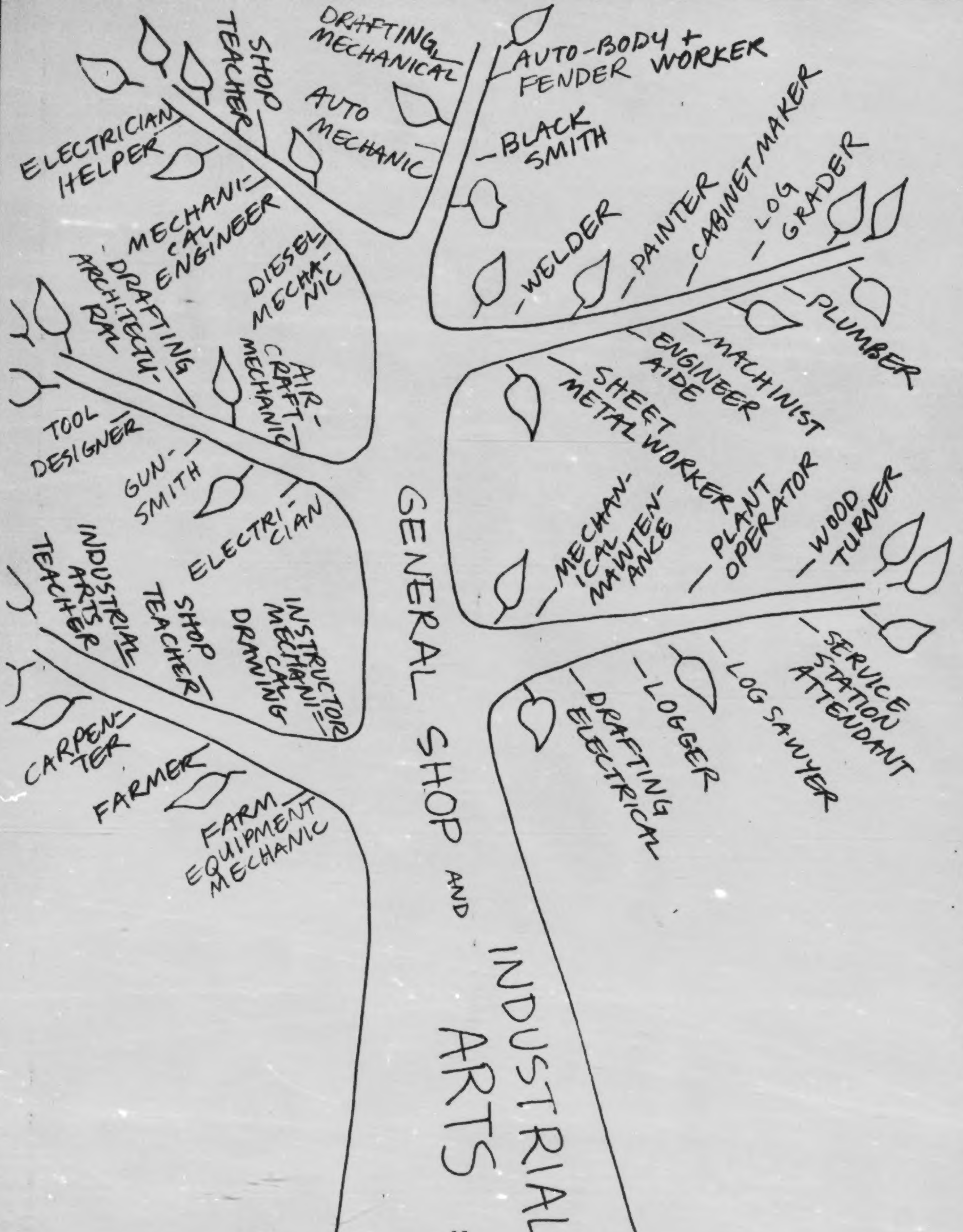

ART
ART TEACHER
CARPENTER
ART CRITIC
SIGN PAINTER
CABINET MAKER
WATCH-MAKER
PHOTOGRAPHY
JEWELER
TAILOR
DISPLAY PERSON
STAGE SCENERY DESIGNER
MECHANICAL ENGINEER
CONST. DRAFT-ING
ARCH. DRAFTING
ARTIST
SCULPTOR
COMMERCIAL ARTIST
LITHOGRAPHER
FASHION DESIGNER
DENTAL TECHNICIAN
BEAUTICIAN
CARTOONIST
SIGN WRITER
DANCER
INTERIOR DECORATOR
ARCHITECT
MECHANICAL DRAFTING
DENTIST
ARCHITECT
ADVERTISING LAYOUT
PHOTO-ENGRAVER
CARTOGRAPHY
CARTOGRAPHY
FASHION DESIGNER


PIANO TECHNICIAN
CHOIR DIREC-TOR
CLERGY
CHORAL DIRECTOR
IMPERSONATOR
ACTOR
MUSICIAN
MUSIC DIRECTOR
ARRANGER OF MUSIC
TEACHER
RECREA-TIONAL THERAPIST
MUSICAL ENTER-TAINER
ACTRESS
DANCER
COMEDIAN
ORCHESTRA LEADER
CHORUS LINE
COMPOSER
RADIO OR T.V. DIRECTOR
MUSIC SUPERVISOR
RADIO OR T.V. ANNOUNCER
MUSIC LIBRARIAN
RELIGIOUS EDUCATION DIRECTOR
ORGANIST + PIANIST
POPULAR SINGER
CONCERT SINGER
MUSIC CRITIC
PIANO TEACHER
ORCHES-TRATOR
SALES CLERK
MUSIC

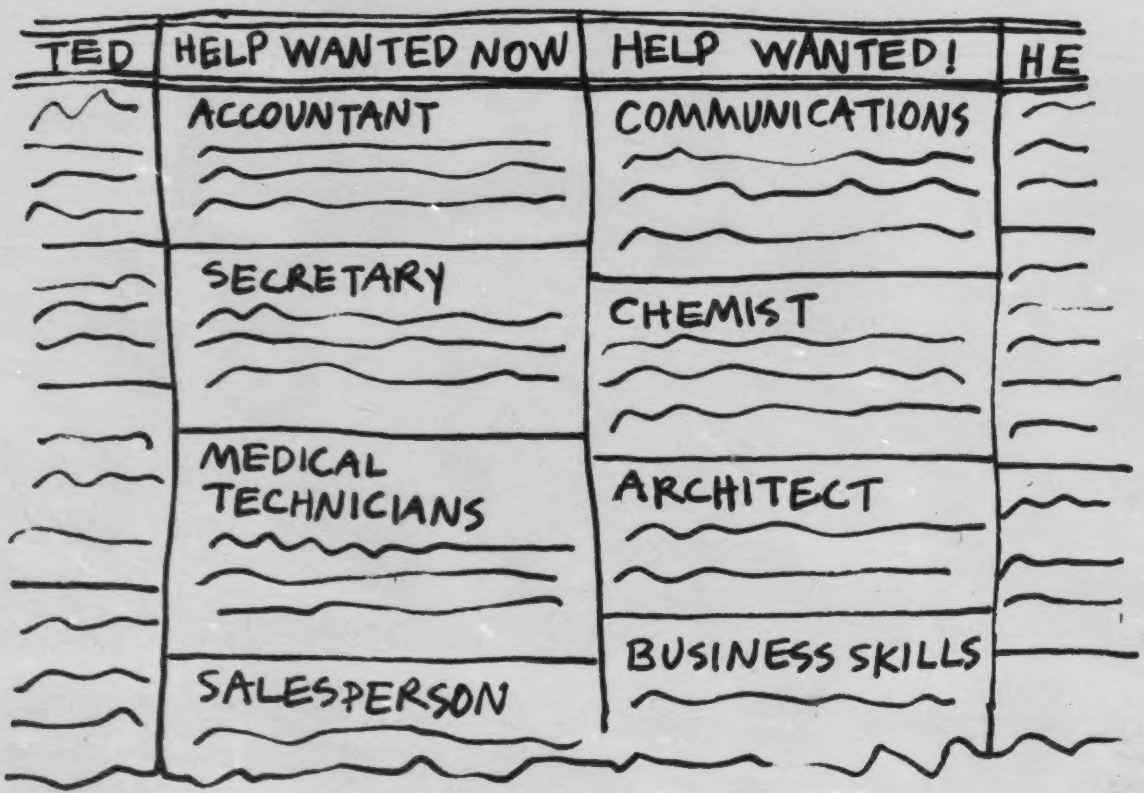

HEALTH AND PHYSICAL EDUCATION
PHYSICAL THERAPIST
RECREATION LEADER
SANITARY ENGINEER
DENTAL ASSISTANT
VIROLOGIST
PUBLIC HEALTH ENGINEER
ATHLETIC COACH
LIFGUARD
MODEL
SWIMMING INSTRUCTOR
PROFESSIONAL ATHLETE
X-RAY TECHNICIAN
TEACHER
SPORTS WRITER OR EDITOR
LAB TECHNICIAN
PUBLIC HEALTH STATISTICIAN
BACTERIOLOGIST
DENTIST
DENTAL HYGIENIST
VETERINARIAN
OSTEOPATH
SOCIAL WORKER
ORGANIC CHEMIST
OCCUPATIONAL THERAPIST
UMPIRE
PUBLIC HEALTH NURSE
BUSINESS ADMINISTRATION
ORTHOPEDIC SURGEON
PUBLIC HEALTH EDUCATOR
DENTAL TECHNICIAN
SPEECH + HEARING PATHOLOGIST

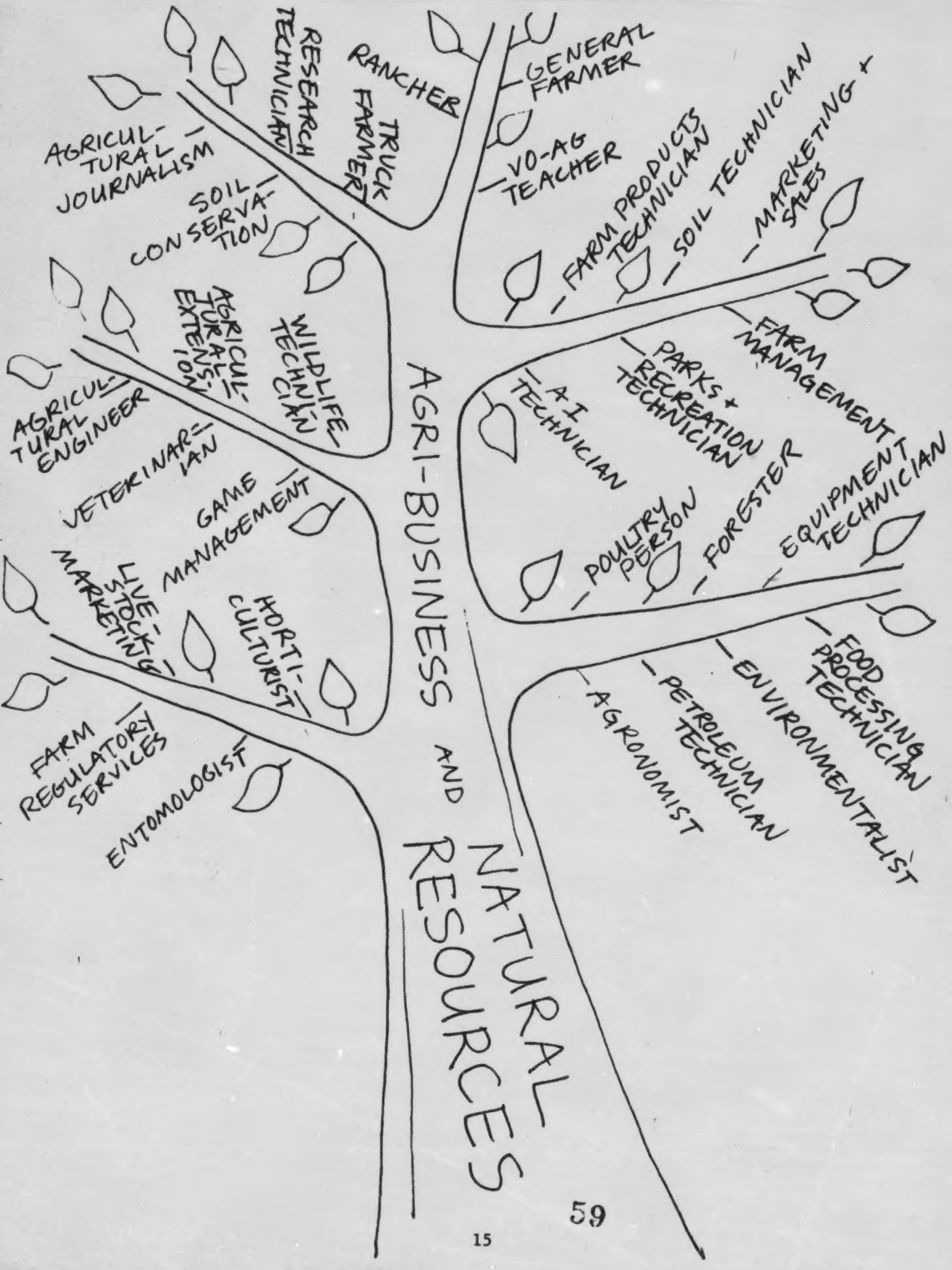

HOME ECONOMIST
PHYSICAL THERAPIST
FLIGHT ATTENDANT
OCCUPATIONAL THERAPIST
PRACTICAL NURSE
CLOTHING MAKER
HOMEMAKER
TECHNICAL WRITER
HOME DEMONSTRATION
FOOD SALES
ADVERTISING ANALYST
COOK
WAITER WAITRESS
BABYSITTER
MILLINER
NUTRITIONIST
NURSE'S AIDE
EXTENSION SERVICE SPECIALIST
HOME SERVICE DIRECTOR
APPLIANCE SALES
SOCIAL SERVICE WORKER
CLOTHES DESIGNER
DIETARY CONSULTANT
REGISTERED NURSE
GOVERNESS
COSMETOLOGIST
SEARCH
INSTITUTION SUPERINTENDENT
VOCATIONAL TEACHER
PSYCHIATRIC SOCIAL WORKER
HOME ECONOMICS

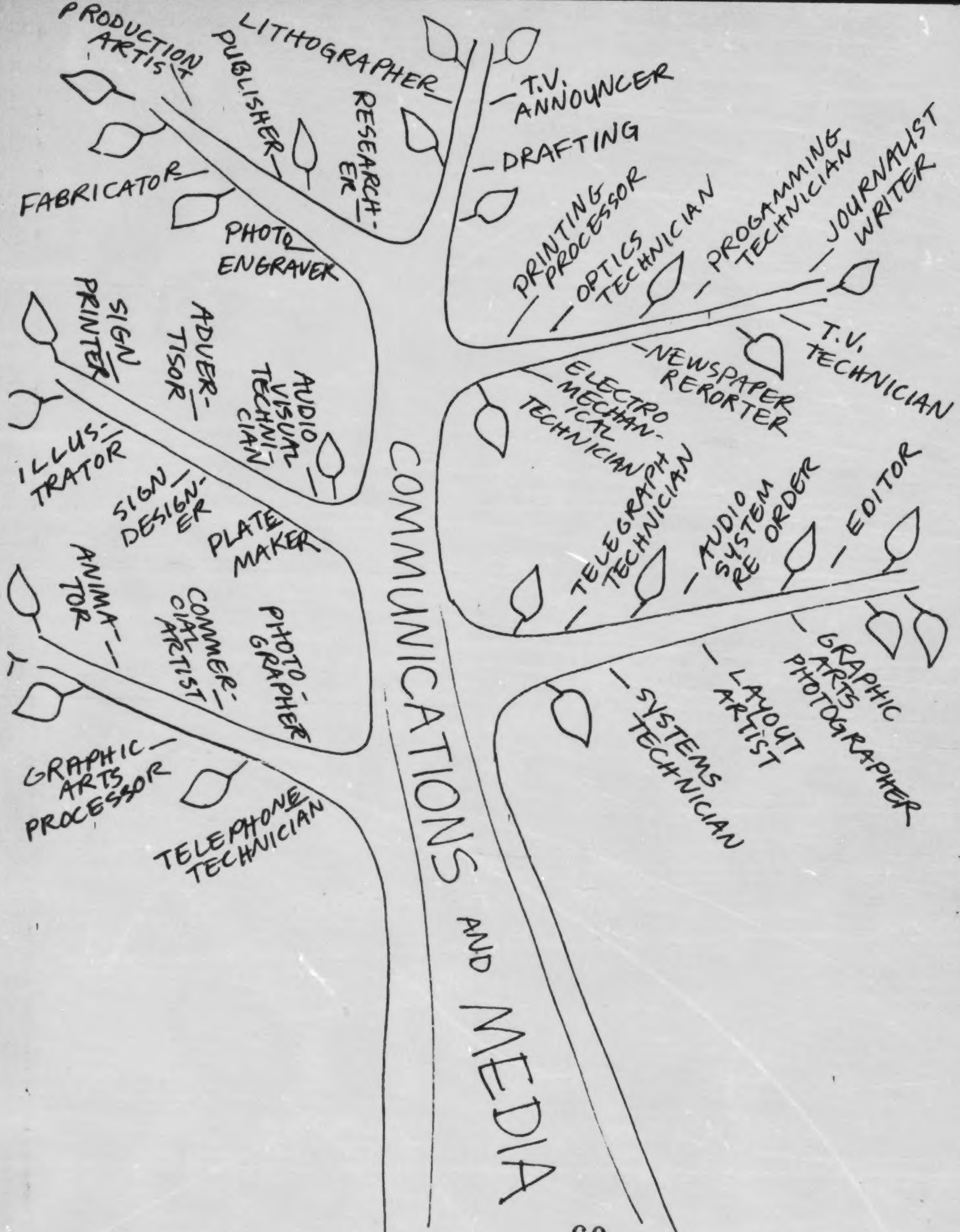

TYPIST
GENERAL ACCOUNTANT
STENOGRAPHER
ADVERTISING MANAGER
TELEPHONE OPERATOR
GENERAL OFFICE CLERK
SALESPERSON
SALES PROMOTION MANAGER
BOOKKEEPER
STOCKPERSON
FILE CLERK
OFFICE MACHINE OPERATOR
WAITER/WAITRESS
BANK CASHIER
COMMERCIAL TEACHER
TELETYPE OPERATOR
LEGAL SECRETARY
MEDICAL SECRETARY
BANKER
ACCOUNTING CLERK
CERTIFIED PUBLIC ACCOUNTANT
CASHIER CHECKER
DEPT. MANAGER
BROKER
ADVERTISING COPYWRITER
CREDIT MANAGER
SERVICE STATION MANAGER
STOCK CLERK
SALESPERSON, OFFICE MACHINES
TEACHER COUNSELOR
COMMERCIAL AND DISTRIBUTIVE EDUCATION

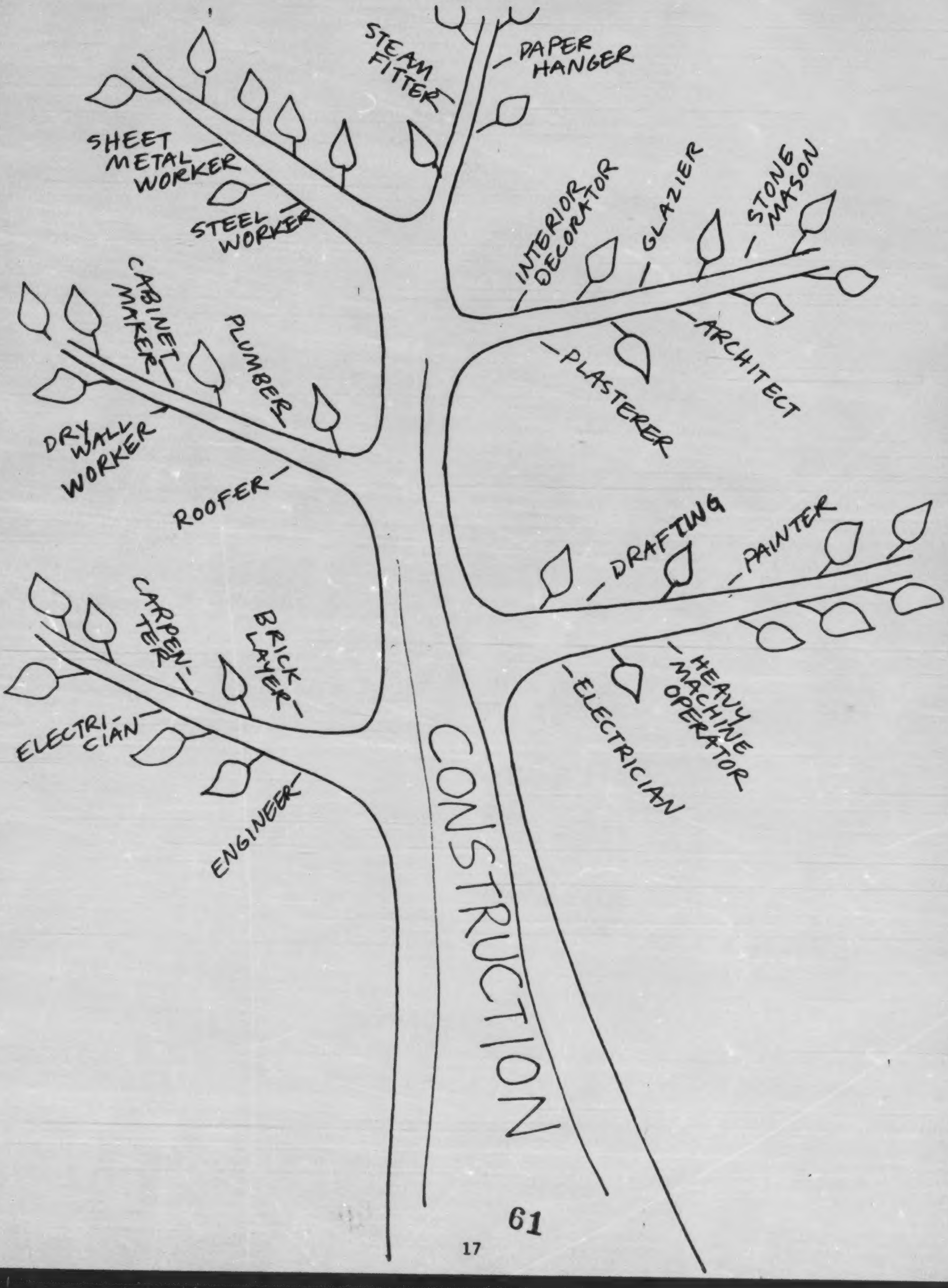

DRAFTING, MECHANICAL
AUTO-BODY + FENDER WORKER
SHOP TEACHER
AUTO MECHANIC
ELECTRICIAN HELPER
BLACK SMITH
CABINET MAKER
LOG GRADER
PAINTER
WELDER
MECHANICAL ENGINEER
DRAFTING ARCHITECTURAL
DIESEL MECHANIC
AIRCRAFT MECHANIC
PLUMBER
MACHINIST
ENGINEER AIDE
SHEET METAL WORKER
TOOL DESIGNER
GUNSMITH
ELECTRICIAN
INDUSTRIAL ARTS TEACHER
SHOP TEACHER
INSTRUCTOR MECHANICAL DRAWING
MECHANICAL MAINTENANCE
PLANT OPERATOR
WOOD TURNER
SERVICE STATION ATTENDANT
LOG SAWYER
LOGGER
DRAFTING ELECTRICAL
CARPENTER
FARMER
FARM EQUIPMENT MECHANIC
GENERAL SHOP AND INDUSTRIAL ARTS

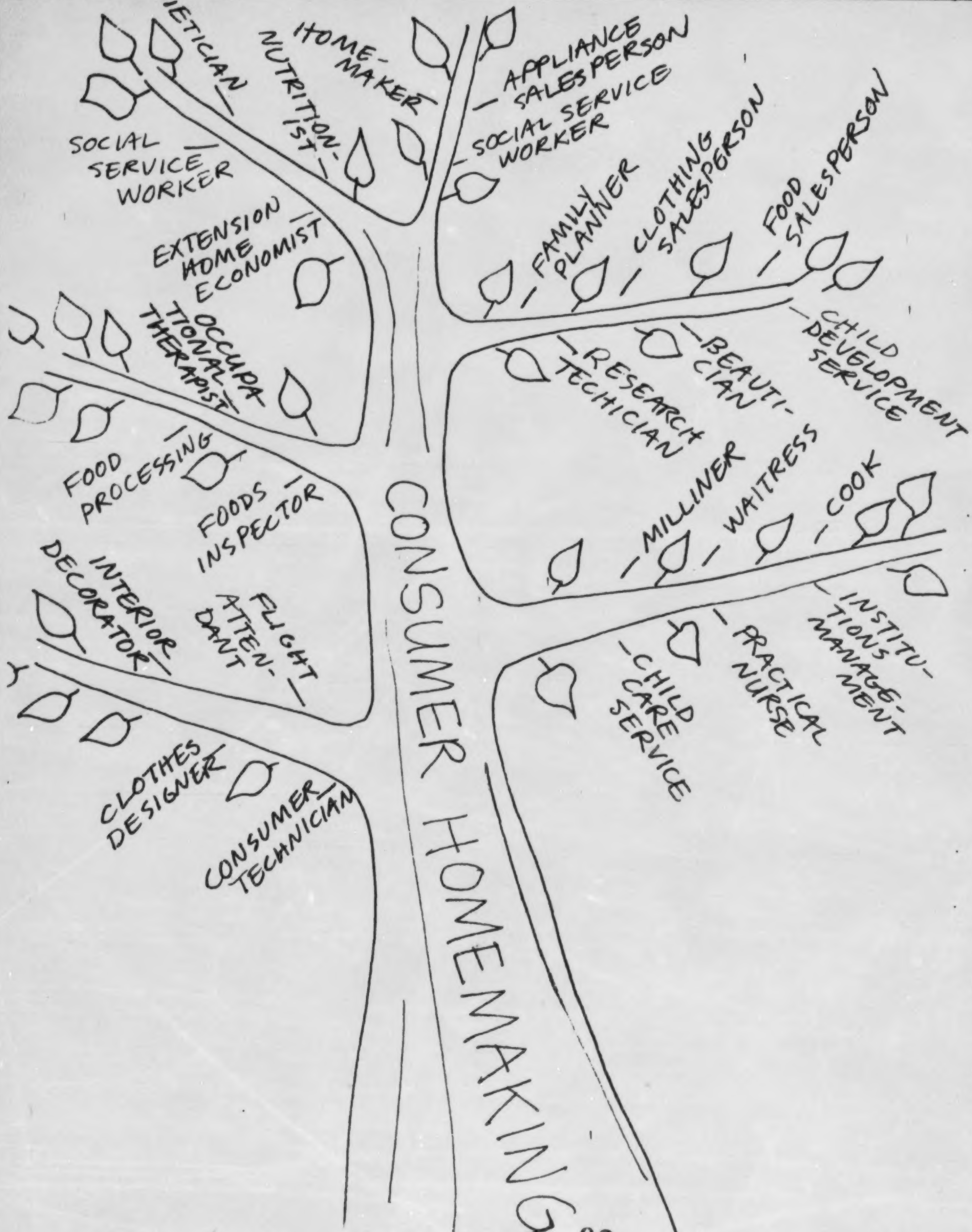
JOB CLUSTERS

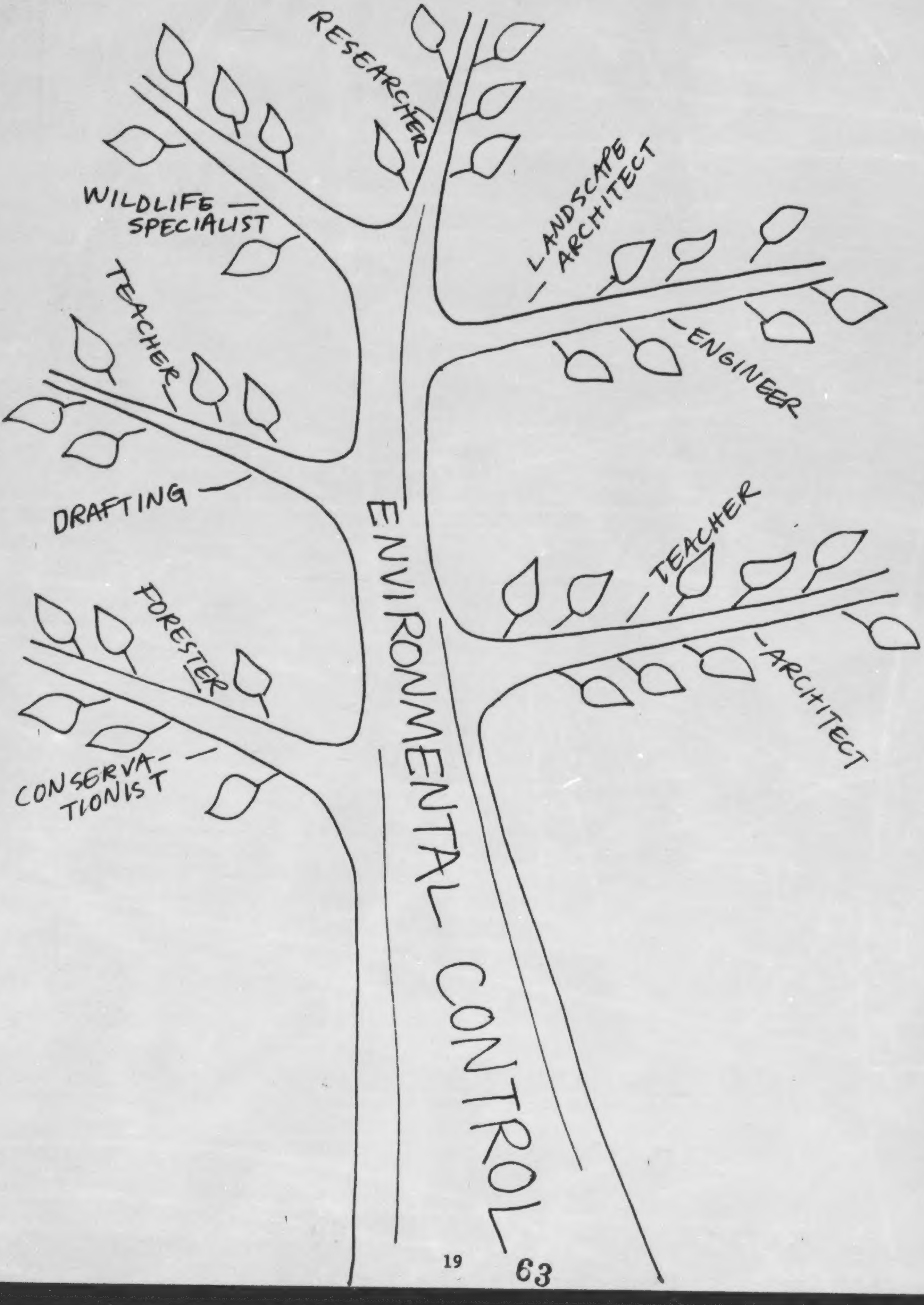

TED
HELP WANTED NOW
HELP WANTED!
HE
ACCOUNTANT
SECRETARY
MEDICAL TECHNICIANS
SALESPERSON
COMMUNICATIONS
CHEMIST
ARCHITECT
BUSINESS SKILLS

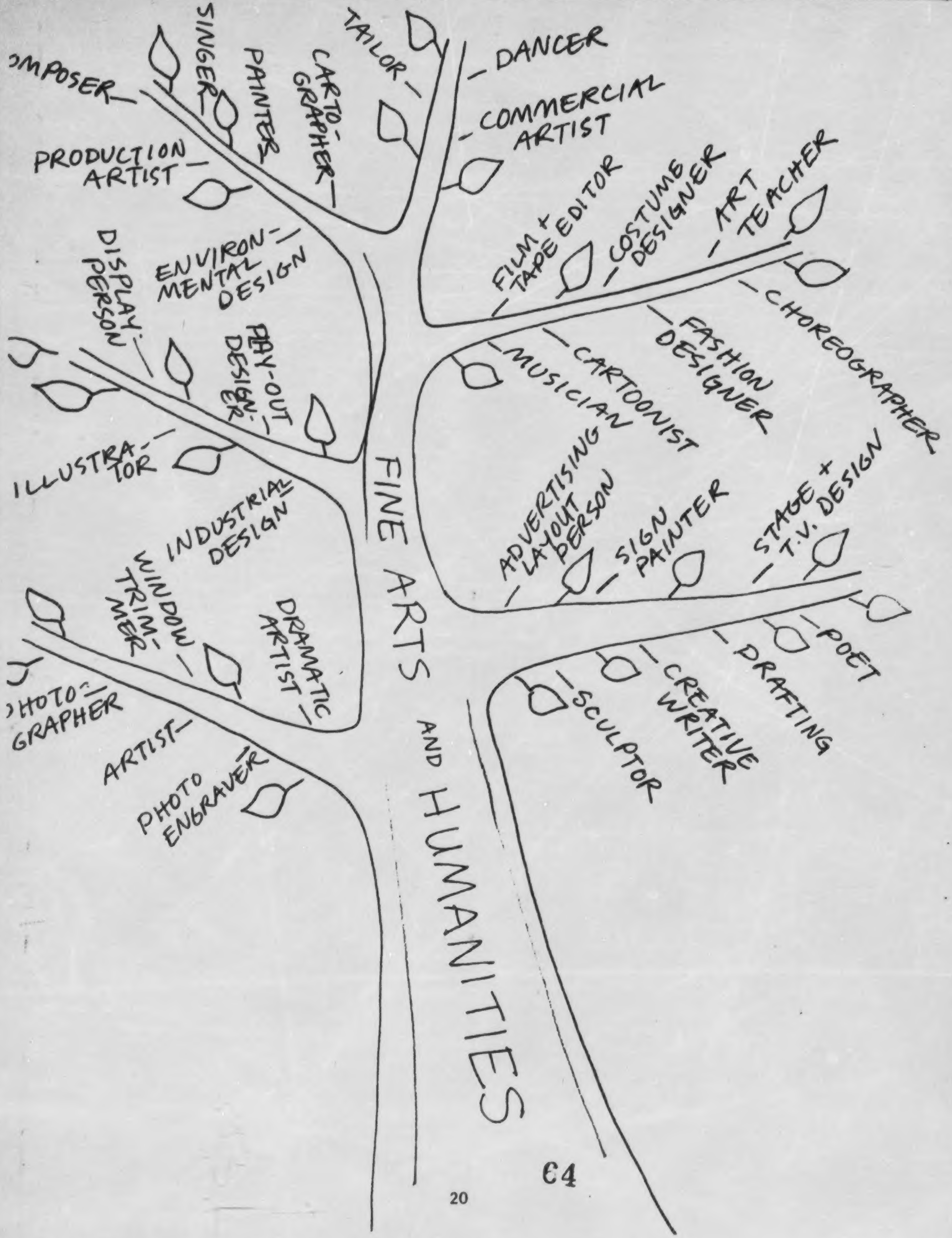

AGRI-BUSINESS AND NATURAL RESOURCES
RANCHER
GENERAL FARMER
RESEARCH TECHNICIAN
TRUCK FARMER
VO-AG TEACHER
AGRICULTURAL JOURNALISM
SOIL CONSERVATION
FARM PRODUCTS TECHNICIAN
SOIL TECHNICIAN
MARKETING + SALES
AGRICULTURAL EXTENSION
WILDLIFE TECHNICIAN
FARM MANAGEMENT
PARKS + RECREATION TECHNICIAN
A-I TECHNICIAN
AGRICULTURAL ENGINEER
VETERINARIAN
GAME MANAGEMENT
POULTRY PERSON
FORESTER
EQUIPMENT TECHNICIAN
LIVE-STOCK MARKETING
HORTICULTURIST
FOOD PROCESSING TECHNICIAN
ENVIRONMENTALIST
PETROLEUM TECHNICIAN
AGRONOMIST
FARM REGULATORY SERVICES
ENTOMOLOGIST

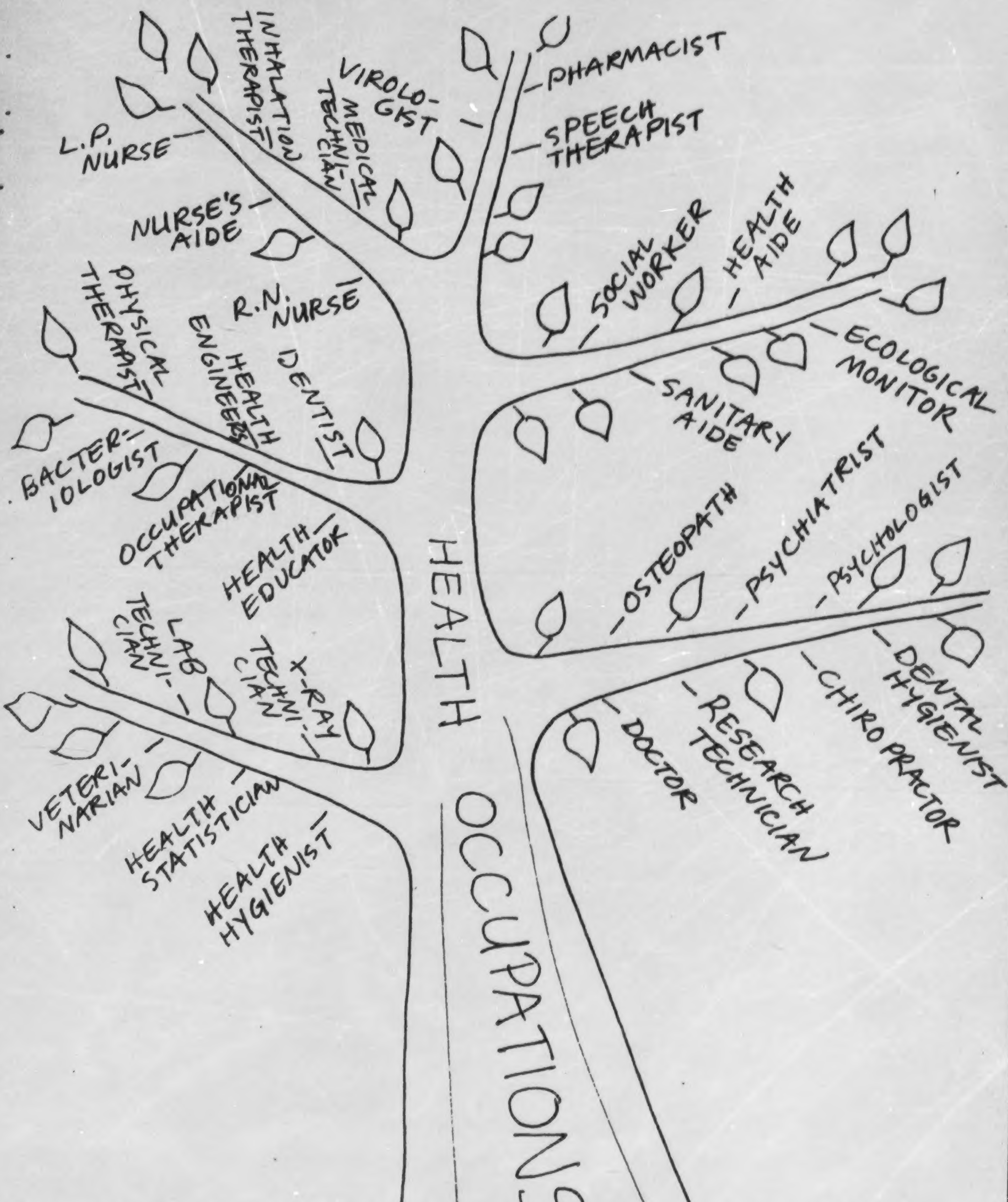

COMMUNICATIONS AND MEDIA
PRODUCTION ARTIST
LITHOGRAPHER
PUBLISHER
RESEARCHER
T.V. ANNOUNCER
DRAFTING
FABRICATOR
PHOTO ENGRAVER
PRINTING PROCESSOR
OPTICS TECHNICIAN
PROGAMMING TECHNICIAN
JOURNALIST WRITER
T.V. TECHNICIAN
NEWSPAPER RERORTER
SIGN PRINTER
ADVERTISOR
AUDIO VISUAL TECHNICIAN
ELECTRO MECHANICAL TECHNICIAN
ILLUSTRATOR
SIGN DESIGNER
PLATE MAKER
TELEGRAPH TECHNICIAN
AUDIO SYSTEM RE ORDER
EDITOR
ANIMATOR
COMMERCIAL ARTIST
PHOTOGRAPHER
GRAPHIC ARTS PHOTOGRAPHER
LAYOUT ARTIST
SYSTEMS TECHNICIAN
GRAPHIC ARTS PROCESSOR
TELEPHONE TECHNICIAN

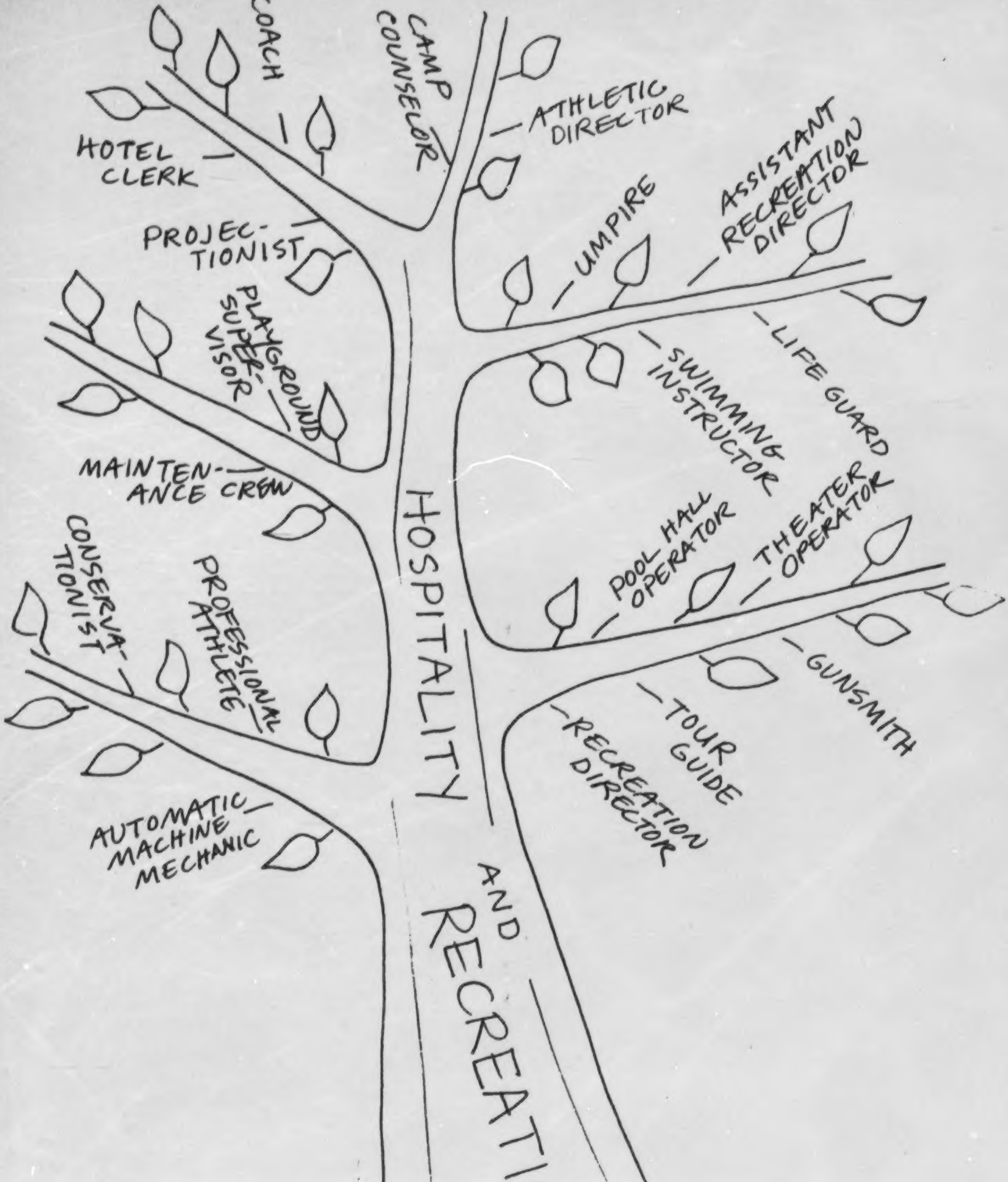

STEAM FITTER
PAPER HANGER
SHEET METAL WORKER
STEEL WORKER
INTERIOR DECORATOR
GLAZIER
STONE MASON
CABINET MAKER
PLUMBER
ARCHITECT
PLASTERER
DRY WALL WORKER
ROOFER
DRAFTING
PAINTER
CARPENTER
BRICK LAYER
ELECTRICIAN
HEAVY MACHINE OPERATOR
ELECTRICIAN
ENGINEER
CONSTRUCTION

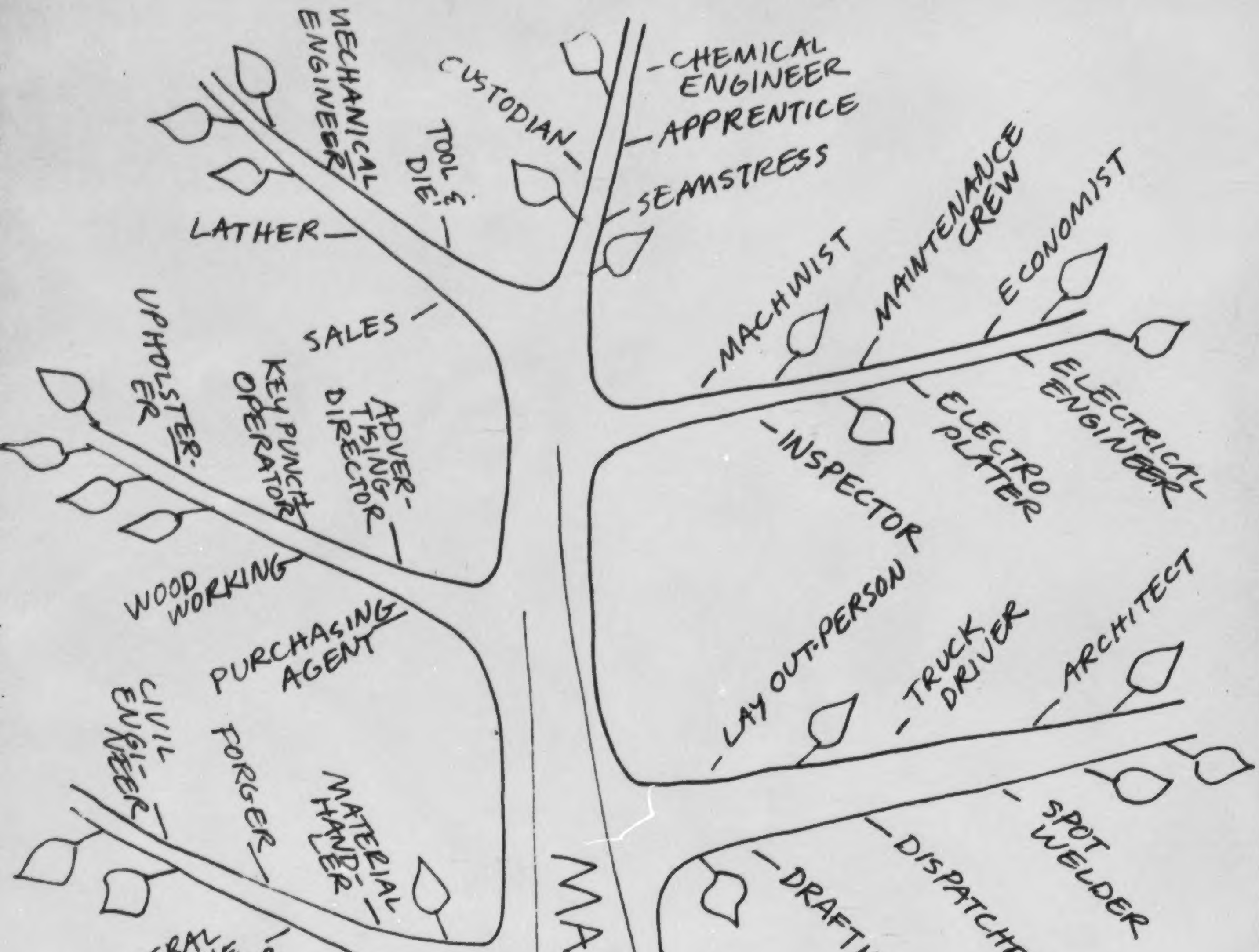

DIETICIAN
NUTRITIONIST
HOMEMAKER
APPLIANCE SALESPERSON
SOCIAL SERVICE WORKER
SOCIAL SERVICE WORKER
EXTENSION HOME ECONOMIST
FAMILY PLANNER
CLOTHING SALESPERSON
FOOD SALESPERSON
OCCUPATIONAL THERAPIST
CHILD DEVELOPMENT SERVICE
BEAUTICIAN
RESEARCH TECHICIAN
FOOD PROCESSING
FOODS INSPECTOR
MILLINER
WAITRESS
COOK
INTERIOR DECORATOR
FLIGHT ATTENDANT
INSTITUTIONS MANAGEMENT
PRACTICAL NURSE
CHILD CARE SERVICE
CLOTHES DESIGNER
CONSUMER TECHNICIAN
CONSUMER HOMEMAKING

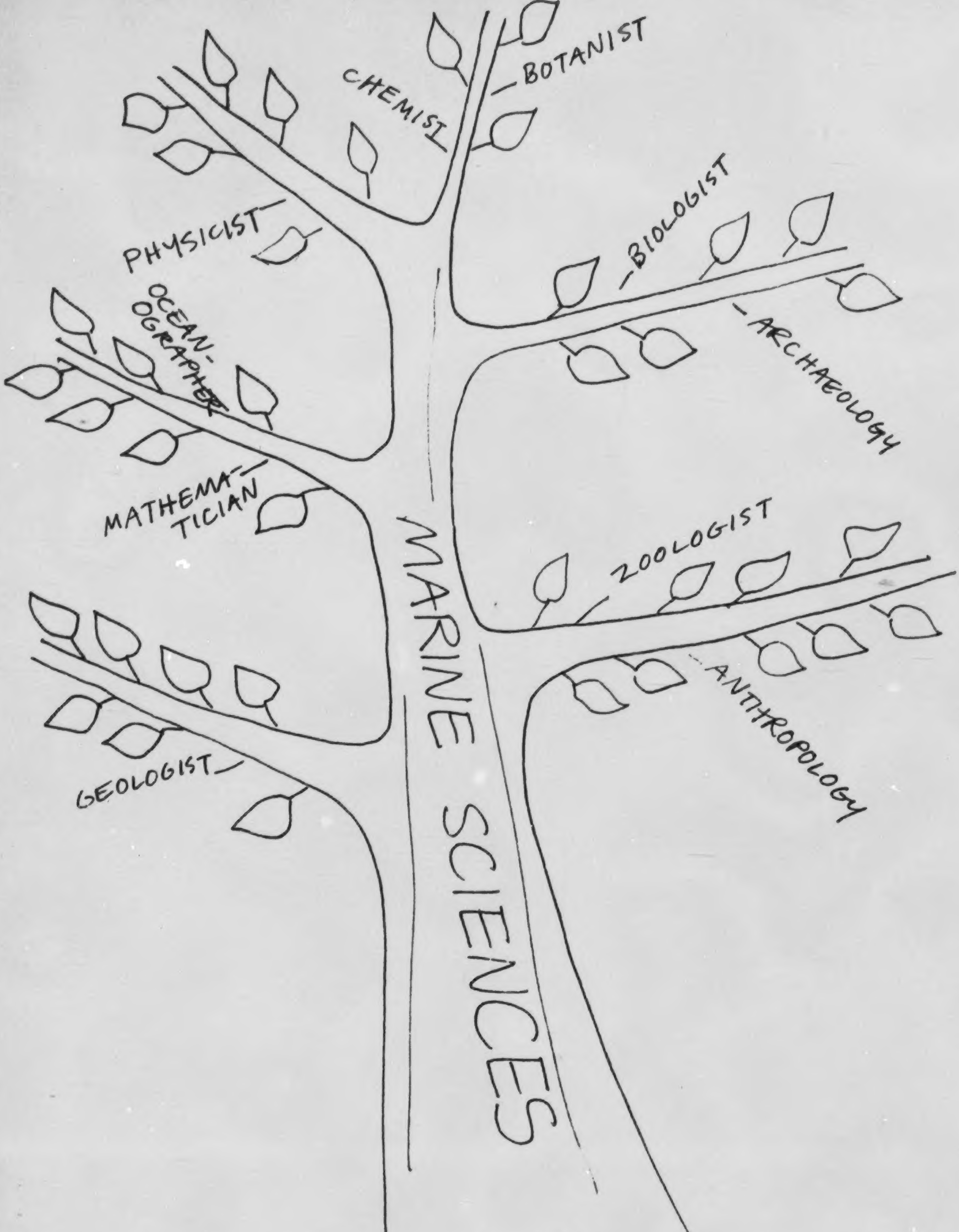

RESEARCHER
WILDLIFE SPECIALIST
LANDSCAPE ARCHITECT
TEACHER
ENGINEER
DRAFTING
TEACHER
FORESTER
ARCHITECT
CONSERVATIONIST
ENVIRONMENTAL CONTROL


FINE ARTS AND HUMANITIES
OMPOSER
SINGER
PAINTER
CARTOGRAPHER
TAILOR
DANCER
COMMERCIAL ARTIST
PRODUCTION ARTIST
FILM + TAPE EDITOR
COSTUME DESIGNER
ART TEACHER
DISPLAY PERSON
ENVIRONMENTAL DESIGN
PLAY-OUT DESIGNER
CHOREOGRAPHER
FASHION DESIGNER
CARTOONIST
MUSICIAN
ILLUSTRATOR
INDUSTRIAL DESIGN
ADVERTISING LAYOUT PERSON
SIGN PAINTER
STAGE + T.V. DESIGN
WINDOW TRIMMER
DRAMATIC ARTIST
POET
DRAFTING
CREATIVE WRITER
SCULPTOR
PHOTOGRAPHER
ARTIST
PHOTO ENGRAVER

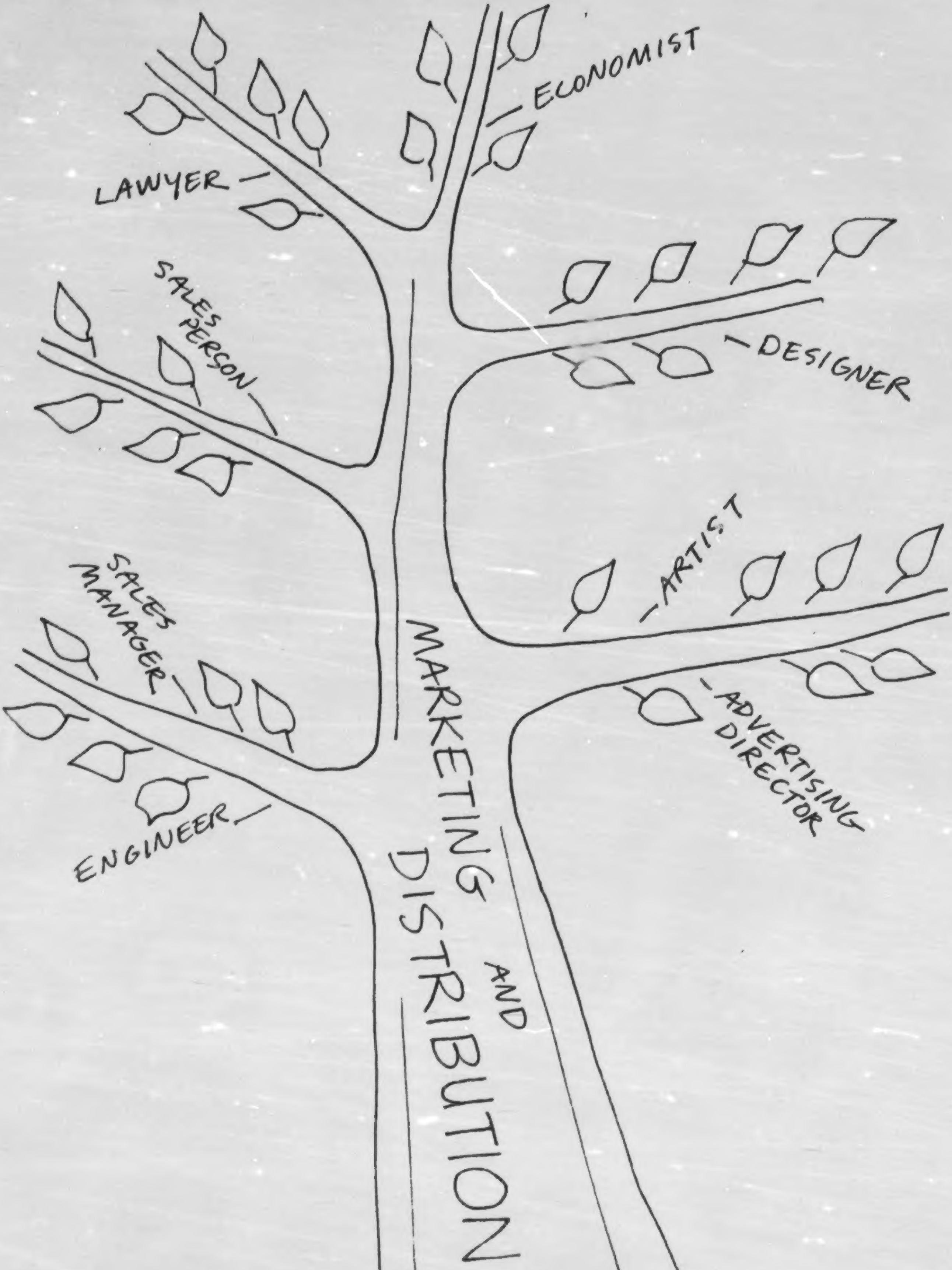

HEALTH OCCUPATIONS
L.P. NURSE
INHALATION THERAPIST
VIROLOGIST
MEDICAL TECHNICIAN
PHARMACIST
SPEECH THERAPIST
NURSE'S AIDE
R.N. NURSE
PHYSICAL THERAPIST
HEALTH ENGINEERS
DENTIST
SOCIAL WORKER
HEALTH AIDE
ECOLOGICAL MONITOR
SANITARY AIDE
BACTERIOLOGIST
OCCUPATIONAL THERAPIST
HEALTH EDUCATOR
OSTEOPATH
PSYCHIATRIST
PSYCHOLOGIST
LAB TECHNICIAN
X-RAY TECHNICIAN
VETERINARIAN
HEALTH STATISTICIAN
HEALTH HYGIENIST
DOCTOR
RESEARCH TECHNICIAN
CHIROPRACTOR
DENTAL HYGIENIST

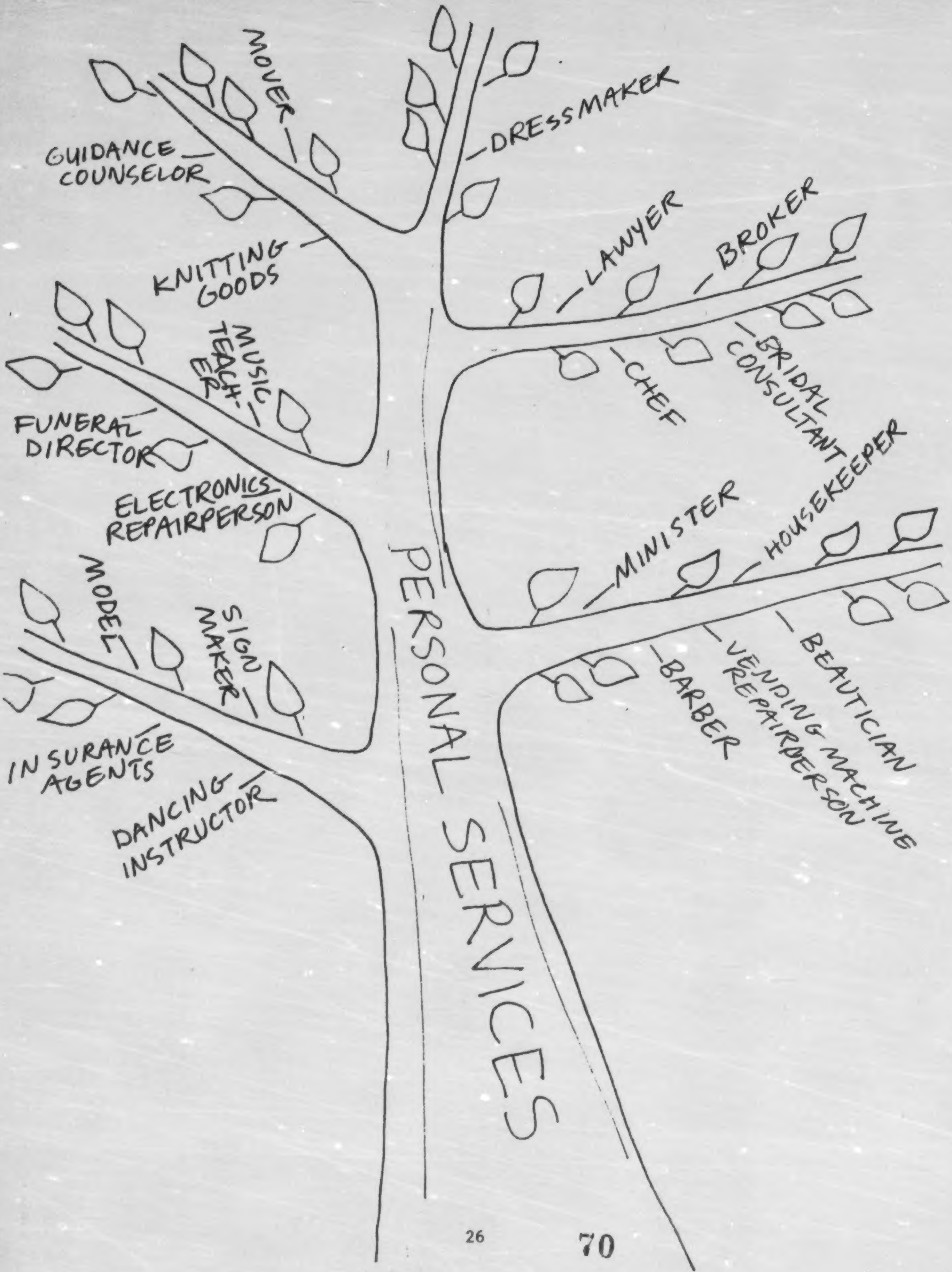

HOSPITALITY AND RECREATION
COACH
CAMP COUNSELOR
ATHLETIC DIRECTOR
HOTEL CLERK
ASSISTANT RECREATION DIRECTOR
UMPIRE
PROJEC-TIONIST
PLAYGROUND SUPER-VISOR
LIFE GUARD
SWIMMING INSTRUCTOR
MAINTEN-ANCE CREW
POOL HALL OPERATOR
THEATER OPERATOR
CONSERVA-TIONIST
PROFESSIONAL ATHLETE
GUNSMITH
TOUR GUIDE
RECREATION DIRECTOR
AUTOMATIC MACHINE MECHANIC

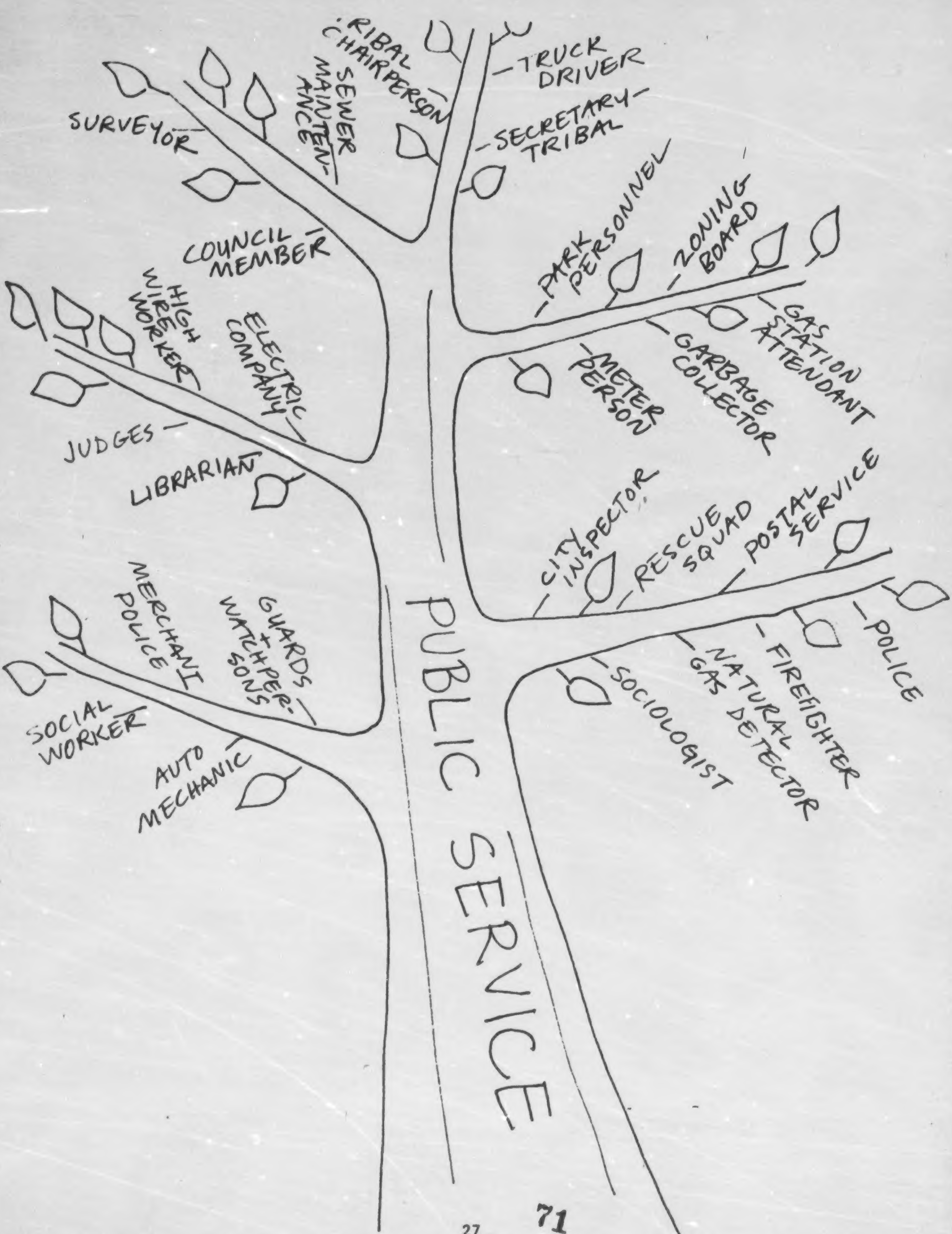

MANUFACTURING
MECHANICAL ENGINEER
CUSTODIAN
CHEMICAL ENGINEER
APPRENTICE
TOOL & DIE
SEAMSTRESS
LATHER
MACHINIST
MAINTENANCE CREW
ECONOMIST
SALES
UPHOLSTERER
KEY PUNCH OPERATOR
ADVERTISING DIRECTOR
ELECTRICAL ENGINEER
ELECTRO PLATER
INSPECTOR
WOOD WORKING
PURCHASING AGENT
LAY OUT PERSON
TRUCK DRIVER
ARCHITECT
CIVIL ENGINEER
FORGER
MATERIAL HANDLER
SPOT WELDER
DISPATCHER
DRAFTING
GENERAL MACHINE OPERATOR
PARTS PERSON

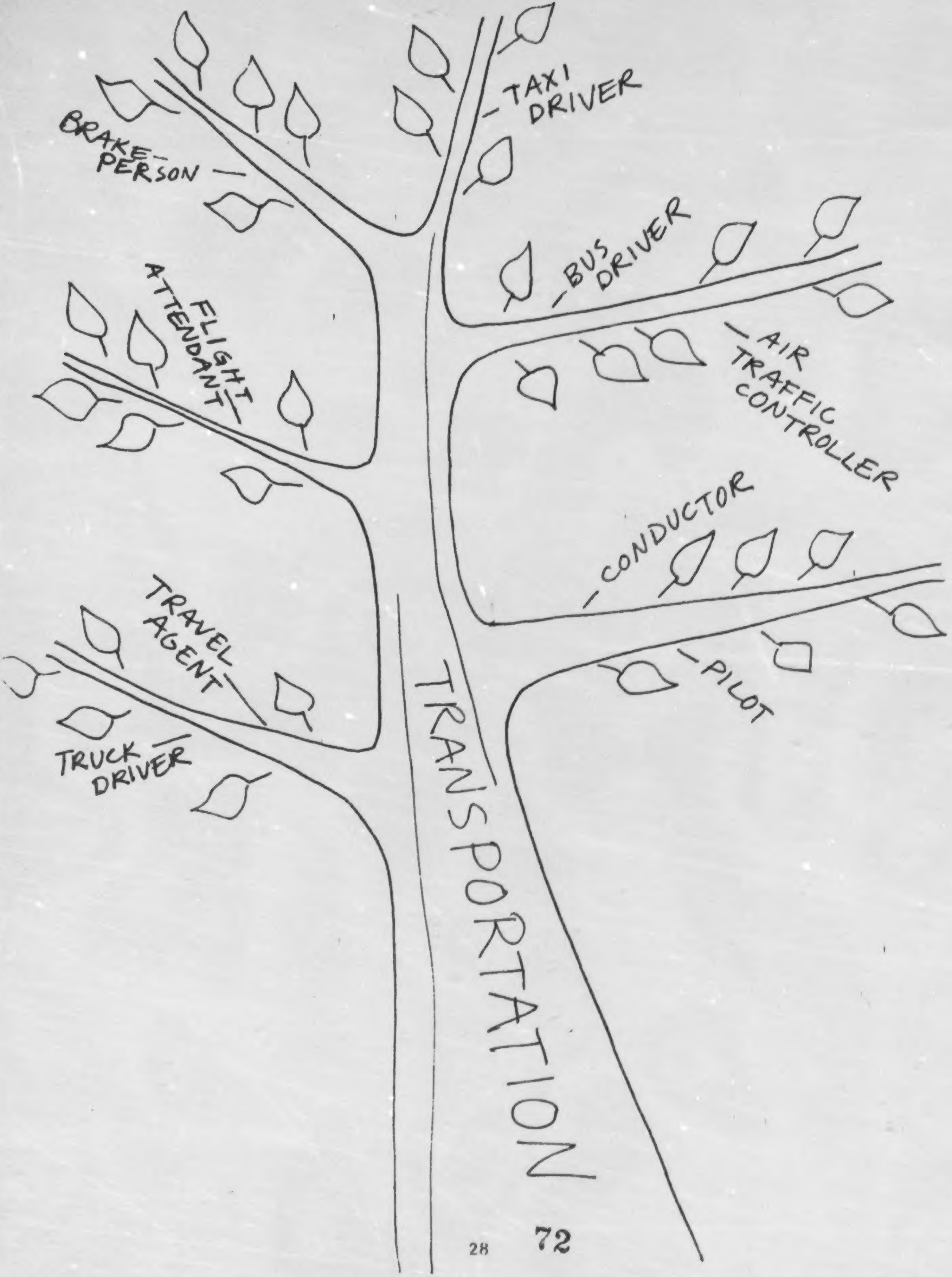


BOTANIST
CHEMIST
PHYSICIST
BIOLOGIST
OCEAN-OGRAPHER
ARCHAEOLOGY
MATHEMATICIAN
ZOOLOGIST
GEOLOGIST
ANTHROPOLOGY
MARINE SCIENCES


ECONOMIST
LAWYER
SALES PERSON
DESIGNER
ARTIST
SALES MANAGER
ADVERTISING DIRECTOR
ENGINEER
MARKETING AND DISTRIBUTION


PERSONAL SERVICES
MOVER
DRESSMAKER
GUIDANCE COUNSELOR
KNITTING GOODS
LAWYER
BROKER
MUSIC TEACH-ER
CHEF
BRIDAL CONSULTANT
FUNERAL DIRECTOR
ELECTRONICS REPAIRPERSON
MINISTER
HOUSEKEEPER
MODEL
SIGN MAKER
BEAUTICIAN
VENDING MACHINE REPAIRPERSON
BARBER
INSURANCE AGENTS
DANCING INSTRUCTOR


TRIBAL CHAIRPERSON
TRUCK DRIVER
SEWER MAINTENANCE
SECRETARY-TRIBAL
SURVEYOR
COUNCIL MEMBER
PARK PERSONNEL
ZONING BOARD
HIGH WIRE WORKER
ELECTRIC COMPANY
GAS STATION ATTENDANT
GARBAGE COLLECTOR
METER PERSON
JUDGES
LIBRARIAN
CITY INSPECTOR
RESCUE SQUAD
POSTAL SERVICE
MERCHANT POLICE
GUARDS + WATCHPERSONS
PUBLIC SERVICE
POLICE
FIREFIGHTER
NATURAL GAS DETECTOR
SOCIOLOGIST
SOCIAL WORKER
AUTO MECHANIC


TAXI DRIVER
BRAKE-PERSON
BUS DRIVER
FLIGHT ATTENDANT
AIR TRAFFIC CONTROLLER
CONDUCTOR
TRAVEL AGENT
PILOT
TRUCK DRIVER
TRANSPORTATION

To Be A ________

ONE NEEDS:

Education beyond high school:

High school courses:

Personal characteristics:

ONE CAN EXPECT:

Salary:

Chance of advancement:

Demand:

To Be A ________

ONE NEEDS:

Education beyond high school:

High school courses:

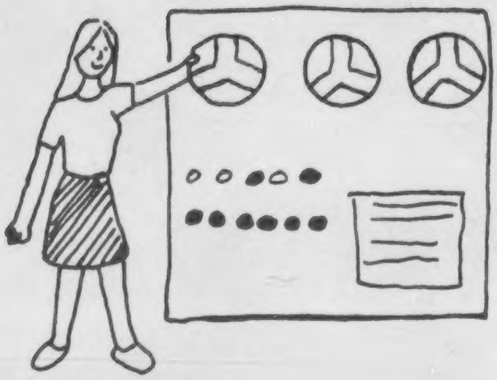
Personal characteristics:

ONE CAN EXPECT:

Salary:

Chance of advancement:

Demand:



To Be A ____________

ONE NEEDS:

Education beyond high school:

High school courses:

Personal characteristics:

ONE CAN EXPECT:

Salary:

Chance of advancement:

Demand:

Work Orientation Questionnaire

Directions: The following statements describe various things about working on a job. You are to respond to each statement in the way you think you would if you were working today at the job of your choice. Circle whether you would be likely to behave in the way described - (A) Always, (F) Frequently, (O) Occasionally, (S) Seldom, (N) Never.

If I were working today . . .

A F O S N 1. I would enjoy acting as the spokesperson for my fellow workers.

A F O S N 2. I would like to get as much overtime work as possible.

A F O S N 3. I would like to have complete freedom on my job.

A F O S N 4. I would like to know exactly what my job responsibilities are.

A F O S N 5. I would like to be able to use my own judgment in solving problems.

A F O S N 6. I would encourage fellow workers to get their jobs done right.

A F O S N 7. I would like to try out my ideas on the job.

A F O S N 8. I would want workers to do their job the way they think best.

A F O S N 9. I would work hard for a promotion.

A F O S N 10. I would keep the work moving as fast as possible.

A F O S N 11. I would settle conflicts when they occur among my fellow workers.

A F O S N 12. I might get swamped by too many details.

A F O S N 13. I would like my boss to be clear on what and how things should be done.

A F O S N 14. I would like each worker to be assigned particular jobs to do.

A F O S N 15. I would like all workers to follow standard rules and regulations.

A F O S N 16. I would dislike a boss who made employees compete with each other in getting the job done.

A F O S N 17. I would want my fellow workers to be really interested in getting the job done right the first time.

A F O S N 18. I would like to be known as a friendly, cooperative, worker.

A F O S N 19. I don't think anything could be worse than having to work with people with whom I couldn't be friends.

A F O S N 20. I would like to keep learning new and interesting things to help me do my job.

A F O S N 21. I would do my best when I worked with a group of people who got along well together.

A F O S N 22. I would work my best when my boss encouraged me to work harder so that my job would help the company produce more.

A F O S N 23. I don't think anything could be worse than failing to get an important job done.

A F O S N 24. I would be disturbed by a lot of bickering and arguments among the people with whom I worked.

A F O S N 25. I would really like a boss who gets the job done.

A F O S N 26. In my time away from the job, I would prefer getting together with friends more than working on hobbies.

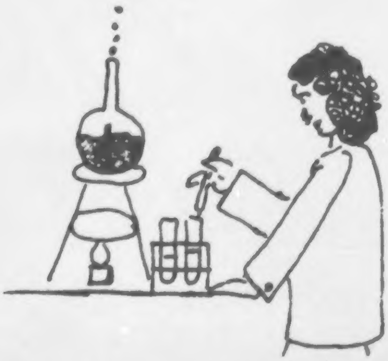
A F O S N 27. I would like to be the person whose planning got the job done.

A F O S N 28. I would find working with good friends more important than getting the job done.

A F O S N 29. I would really like a boss who was easy to talk to and made the job a friendly place in which to work.

A F O S N 30. I would like to be known as a worker who does a job fast and well.

T________________________ P________________________



SCORING THE WORK ORIENTATION QUESTIONNAIRE

A. Write a 1 in front of all the items on which you circled either A (Always) or F (Frequently).

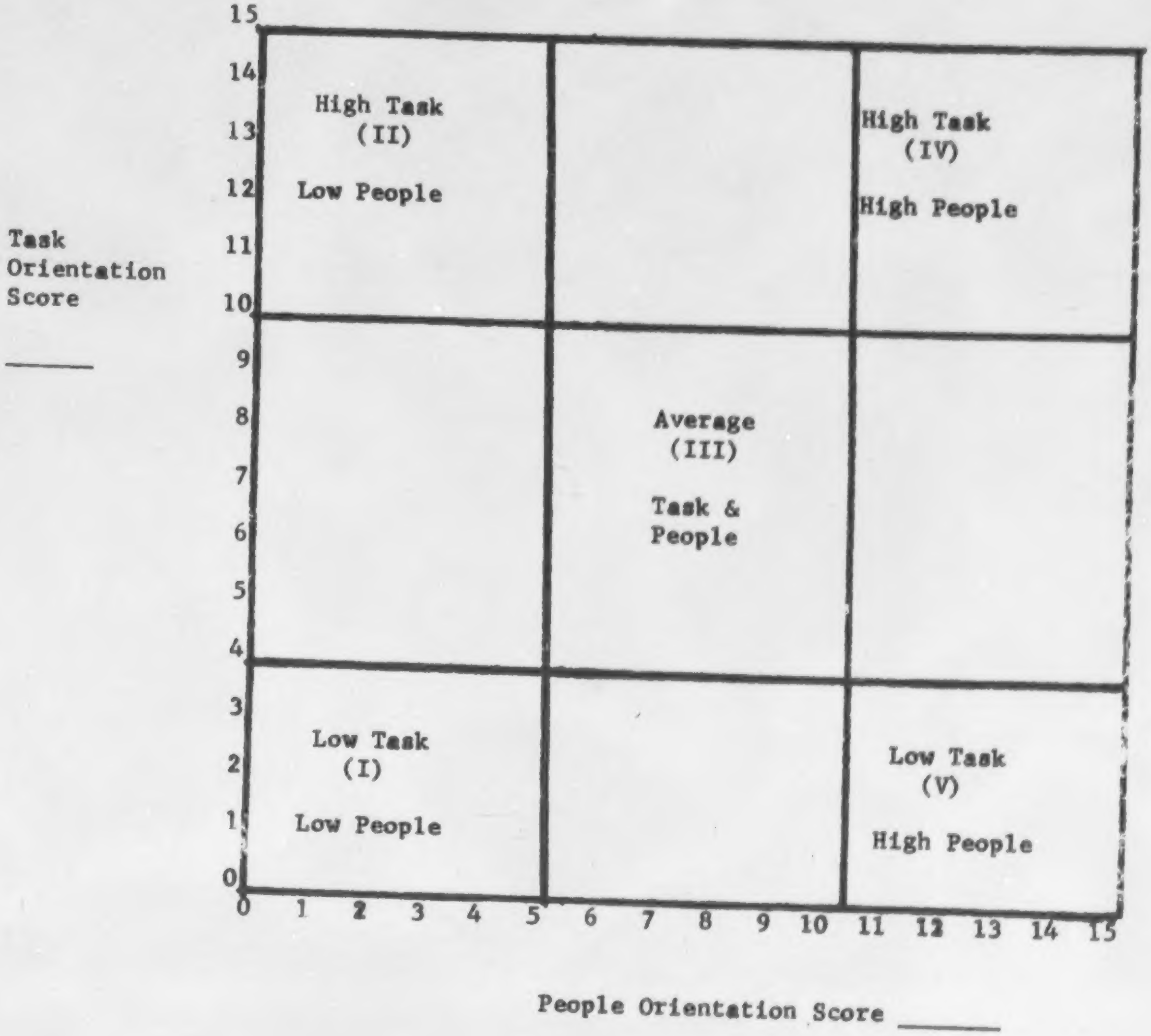
B. Circle the "1's" which you have written in front of the following items: 1, 3, 5, 7, 8, 11, 12, 16, 18, 19, 21, 24, 26, 28, 29.

C. Count the circled "1's". This is your person orientation (P) score. Record the score in the blank following the letter "P" at the end of the questionnaire.

D. Count the uncircled "1's". This is your task orientation score (T). Record this number in the blank following the letter T.

Work Orientation Grid

In order to locate yourself on the Work Orientation Grid below find your score on the People dimension (P) on the lower horizontal line. Next, move up the column corresponding to your P-score to the square that corresponds to your Task score (T). Place an X in the square that represents your two scores.


Task Orientation Score ______
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0
High Task (II) Low People
High Task (IV) High People
Average (III) Task & People
Low Task (I) Low People
Low Task (V) High People
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
People Orientation Score ______

What About This Job?

Using want ads from a newspaper, select two or three jobs and answer the following questions:

What kind of education is needed?

What salary would one expect?

What might employment opportunities be like in five or 10 years?

What are some of the reasons a person might like a job like this?

What are some of the reasons a person might not like a job like this?

What About This Job?

Using want ads from a newspaper, select two or three jobs and answer the following questions:

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What might employment opportunities be like in five or 10 years?

What are some of the reasons a person might like a job like this?

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What are some of the reasons a person might like a job like this?

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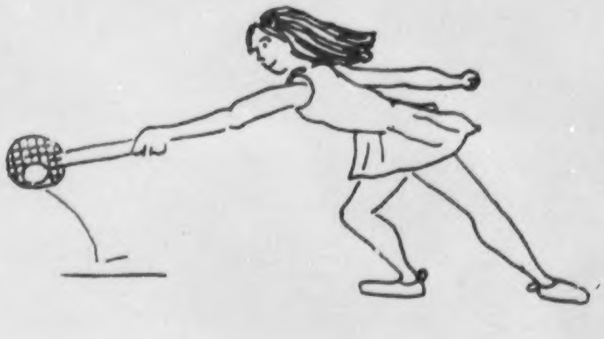


Employment Outlook In Individual Fields

Occupation	Percent Women	Average Annual Openings	Employment Trends and Prospects
EDUCATION AND RELATED OCCUPATIONS			
Teaching Occupations			
College and university teachers	27	24,000	Entrants may face keen competition through the mid-1980's. New doctor's and master's degree holders, the main source of supply, are expected to more than meet the expanding demand for college and university teachers.
Kindergarten and elementary school teachers	86	105,000	Competition is expected through the mid-1980's. If patterns of entry and reentry continue, the number of persons qualified to teach in elementary schools will exceed the number of openings.
Secondary school teachers	49	40,000	If past trends of entry continue through the mid-1980's, the supply will greatly exceed anticipated requirements. Keen competition for prospective teachers, although a recent survey found teacher shortages in mathematics, industrial arts, special education, and some vocational-technical subjects.
Library Occupations			
Librarians	83	11,200	Favorable overall opportunities, but some librarians may have to compete for jobs of

Occupation	Percent Women	Average Annual Openings	Employment Trends and Prospects
			their choices. Best employment prospects in public and special libraries.
HEALTH OCCUPATIONS			
Dental Occupations			
Dental Assistants	98	13,000	Excellent employment prospects for dental assistants, especially for graduates of approved training programs.
Dental Hygienists	96	4,800	Demand is likely to continue to outstrip supply. Very good opportunities for both full- and part-time workers.
Dental laboratory technicians	(*)	2,000	Very good employment prospects for experienced technicians. Very favorable opportunities for recent graduates of approved training programs.
Dentists	3	5,300	Favorable employment opportunities through the mid-1980's. Newly added teaching facilities in dental schools should allow the supply to approach needs by 1985.
Medical Practitioner Occupations			
Chiropractors	9	1,000	Favorable opportunities. Population growth and inclusion of chiropractic services in many insurance programs are expected to result in a moderate increase in demand.

*** = Estimates not available.**

Occupation	Percent Women	Average Annual Openings	Employment Trends and Prospects
Optometrists	(*)	900	Favorable employment outlook for this moderately growing occupation. Most openings will result from deaths and retirements.
Physicians and osteopathic physicians	12	19,000	Very good employment opportunities for physicians.
Veterinarians	5	1,400	Favorable employment outlook. Supply is expected to increase more rapidly than in the past, however, because of increased capacity of veterinary schools.
Medical Technician, Technologist, and Assistant Occupations			
Medical assistants	(*)	25,000	Excellent employment opportunities due to the very rapid growth in the number of physicians, the principal employers. Graduates of 2-year college programs will be especially in demand.
Medical laboratory workers	(*)	13,000	Moderate employment expansion as a result of wide use of laboratory services by physicians.
Radiologic technologists	70	6,500	Favorable outlook for both full- and part-time workers due to expansion in the use of X-ray equipment and the growing demand for medical services in general.

* = Estimates not available.

Occupation	Percent women	Average Annual Opening	Employment trends and prospects
Nursing Occupations			
Licensed practical nurses	97	70,000	Very good opportunities as health facilities continue to expand and as practical nurses are increasingly utilized to lighten the load of registered nurses.
Nursing aides, orderlies, and attendants	84	100,000	Very rapid employment rise. Most openings will occur from the need to replace workers who die or retire.
Registered nurses	98	75,000	Favorable employment prospects especially for nurses with graduate training seeking positions as teachers and administrators.
Other Health Occupations			
Dietitians	92	3,100	Rapid employment growth to meet the needs for management in the nutrition and food fields in hospitals and extended care facilities, schools, industrial plants, and commercial eating places.
Pharmacists	14	7,700	Very good outlook due to moderate employment growth and openings from deaths and retirements. Many openings are expected in pharmacies in new communities and through the more extensive use in hospitals and clinics.

Occupation	Percent Women	Average Annual Openings	Employment Trends and Prospects
SOCIAL SERVICE OCCUPATIONS			
School counselors	(*)	2,900	Favorable employment opportunities in the long run due mainly to the Federal Government's Career Education Program. A decline in school enrollments until the late 1970's will moderate immediate growth.
Home economists	(*)	9,200	Despite an anticipated slow growth in employment, many job openings will be available due to deaths and retirements. Those wishing to teach in high schools may face competition but those with graduate degrees should find good employment prospects in college and university teaching.
Psychologists	40	4,300	Good job outlook for clinical and counseling psychologists. Those wishing to teach or do research in large colleges and universities may face some competition.
Recreation workers	46	5,500	Excellent employment opportunities for young people with a bachelor's degree in recreation. There will be many opportunities for part-time work.
Social workers	61	17,500	Excellent employment opportunities for those with graduate degrees. Favorable outlook through the 1970's for those with

* = Estimates not available.

Occupation	Percent Women	Average Annual Openings	Employment Trends and Prospects
			bachelor's degrees, although competition may increase in the 1980's.
SOCIAL SCIENCE OCCUPATIONS			
Economists	19	1,500	Economists with master's and doctor's degrees may find keen competition for better jobs in colleges and universities and private industry. Basic research will offer the best opportunities for those with a bachelor's degree.
Historians	(*)	1,500	Experienced Ph.D.'s are expected to face keen competition for college teaching. New Ph.D. recipients and those with lesser degrees are likely to face very keen competition. High school teaching positions may be available for those meeting certification requirements.
Sociologists	35	1,200	Employment opportunities for Ph.D.'s are expected to be favorable though they may face some competition for choice academic jobs. Those with master's degrees are likely to face some competition for academic positions, but jobs in government and private industry will be available.

* = Estimates not available.

Occupation	Percent Women	Average Annual Openings	Employment Trends and Prospects
SCIENTIFIC AND TECHNICAL OCCUPATIONS			
Life scientists	12	9,200	New graduates may face severe competition since the number of graduates is expected to grow more rapidly than employment opportunities. However, those with advanced degrees, especially the Ph.D., will experience the least competition. Medical scientists should find the best opportunities due to the emphasis on research of cancer, heart, and other diseases. Those with only an undergraduate degree may be limited to research assistant or technician jobs.
Statisticians	43	1,700	Favorable employment prospects for persons who can combine training in statistics with knowledge of a field where it can be applied, such as economics.
Chemists	12	6,800	Favorable employment opportunities. Demand for industrial products, further research on urgent pollution and fuel shortage problems, and the need for health-related research will contribute to the need for additional chemist
Drafters	8	17,900	Skilled drafters, especially those with post-high school training, are expected to have favorable employment opportunities.

Occupation	Percent Women	Average Annual Openings	Employment Trends and Prospects
Engineering and science technicians	6	39,600	Favorable employment opportunities, especially for graduates of postsecondary training programs. Rapid growth will result from industrial expansion and increasing opportunities in the fields of atomic energy, environmental control, and urban development.
OFFICE OCCUPATIONS			
Clerical Occupations			
Bookkeeping workers	88	118,000	Limited employment growth because of increasing automation of recordkeeping. Most job openings will result from deaths and retirements.
Cashiers	87	96,000	Rapid growth in employment. Best prospects for persons with typing and bookkeeping skills. Favorable opportunities for part-time work.
File clerks	86	22,800	Increased demand for adequate recordkeeping should result in many job openings. Limited growth due to the increasing use of computers to store and retrieve data.
Office machine operators	74	13,700	Despite expected growth in the volume of office work, employment growth should be slow due to the expansion of automated recordkeeping.

Occupation	Percent Women	Average Annual Openings	Employment Trends and Prospects
Receptionists	97	55,100	Very rapid employment growth due to the expansion of businesses employing receptionists. Because this work is of a personal nature, prospects should not be affected by office automation.
Stenographers and secretaries	97	411,000	The increasing use of dictating machines will limit opportunities for office stenographers. Excellent prospects for secretaries and shorthand reporters.
Stock clerks	25	34,800	Very rapid employment growth as manufacturing firms, wholesale establishments, and retail stores continue to expand. Some competition for jobs can be expected because many young people seek this work as a first job.
Typists	97	115,700	Rapid employment growth with good opportunities for competent typists, especially those familiar with automatic typewriters.
Computer and Related Occupations			
Computer operating personnel	(*)	27,000	Rapid rise in employment in console and auxiliary equipment operators as the number of computer installations increases. Declining demand for keypunch operators because of improved methods of data entry.

* = Estimates not available.

Occupation	Percent Women	Average Annual Openings	Employment Trends and Prospects
Programmers	22	13,000	Rapid employment growth as computers are used increasingly in business and government operations. Best opportunities for persons qualified in both programming and systems analysis.
Systems analysts	14	8,300	Very rapid employment growth as requirements for data processing systems expand because of increased use of computers.
Banking Occupations			
Bank clerks	(*)	43,200	Rapid employment growth as new and existing banks expand their services. Best prospects for data processing workers.
Bank officers	18	13,600	Rapid employment gains as the number of banks increases and the services they offer expand.
Bank tellers	90	25,000	Rapid employment growth as banks expand their services. Favorable opportunities for part-time work during peak business hours.
Insurance Occupations			
Claim adjusters	(*)	5,800	Moderate employment increase due to expanding insurance sales and resulting claims. Declining opportunities for adjusters who

* = Estimates not available.

Occupation	Percent Women	Average Annual Openings	Employment Trends and Prospects
			specialize in automobile claims as more States adopt no-fault insurance plans; very good prospects for other types of adjusters.
Underwriters	(*)	2,500	Many opportunities as the demand for insurance protection increases. Best prospects for those with college training.
Administrative and Related Occupations			
Accountants	22	41,900	Good opportunities. Because of the growing complexity of business accounting requirements, those with college degrees will be in greater demand than those without degrees.
Lawyers	6	16,500	Moderate employment rise due to the growth of legal action in such areas as consumer protection and the environment and the greater use of attorneys by low- and middle-income groups. Prospects for establishing a new practice probably will be best in small towns and growing suburban areas; most salaried positions will become available in urban areas. Keen competition for salaried positions.

* = Estimates not available.

Occupation	Percent Women	Average Annual Openings	Employment Trends and Prospects
Personnel workers	34	(*)	Excellent opportunities. Particularly good job prospects for persons trained in psychological testing and in handling work-related problems. Limited chances to enter field from clerical or subprofessional jobs.
Public relations workers	29	(*)	Moderate employment increase due to growth in importance of public relations.
SERVICE OCCUPATIONS			
Cleaning and Related Occupations			
Building custodians	13	136,000	Moderate employment growth due to construction of apartment houses, motels, and other buildings that use custodial services. Maintenance needs of condominiums also will contribute to employment growth.
Hotel housekeepers and assistants	(*)	1,700	Rapid employment growth as the number of hotels increases. The best opportunities will be in new hotels and luxury motels.
Food Service Occupations			
Bartenders	30	8,800	Moderate employment increase as new restaurants, bars, and hotels open.
Cooks and chefs	60	52,000	Moderate growth in employment. Most starting jobs will be in small restaurants and

* = Estimates not available.

Occupation	Percent Women	Average Annual Openings	Employment Trends and Prospects
			other eating places where food preparation is fairly simple.
Waiters and waitresses	88	86,000	Moderate employment increase due to the construction of new hotels and restaurants. Most openings, however, will stem from high turnover.
Personal Service Occupations			
Cosmetologists	92	51,000	Very good job opportunities for experienced workers and newcomers. Good prospects also for those seeking part-time work.
Private Household Service Occupations			
Private household workers	98	51,000	Despite the expected employment decline, job opportunities will be very good. Many openings will result as persons discouraged by low wages seek employment in other fields.
Protective and Related Service Occupations			
Guards	5	19,300	Moderate employment growth due to the mounting incidence of crime and the increasing numbers of plants, offices, and stores requiring protection.
Police officers	3	14,300	Increased demand for protective services should create very good employment opportunities; specialized training will become increasingly important.

* = Estimates not available.

Occupation	Percent Women	Average Annual Openings	Employment Trends and Prospects
Other Service Occupations			
Telephone operators	96	16,000	Although direct dialing and other automatic devices will restrict growth, there will be thousands of openings each year as operators retire, die, or leave the labor force for other reasons.
SALES OCCUPATIONS			
Insurance agents and brokers	13	16,000	Moderate employment growth. Despite an expected increase in sales volume, selling is expected to remain keenly competitive.
Manufacturers' sales workers	9	20,000	Greater business competition should stimulate employment of manufacturers' sales workers. Most favorable opportunities for those trained to sell technical products.
Real estate sales workers and brokers	36	25,000	Moderate employment increase to result from the growing demand for home purchases and rentals. Mature workers, including those transferring from other kinds of sales work, are likely to find many job opportunities.
Retail trade sales workers	70	190,000	Good employment opportunities for full- and part-time workers as income levels rise and stores continue to remain open longer.

Occupation	Percent Women	Average Annual Openings	Employment Trends and Prospects
Securities sales workers	9	11,900	Moderate employment growth as funds available for investment increase. Many openings will also result from deaths and retirements. Transfers of sales workers who have left their jobs because they were unable to establish a successful clientele should also create many additional opportunities.
Wholesale trade sales workers	6	31,000	Moderate employment growth resulting from expansion of wholesalers' customer services, the duties of sales workers and business in general.
CONSTRUCTION OCCUPATIONS			
Carpenters	1	37,000	Moderate employment growth from increased construction and greater demand for carpenters in the maintenance departments of factories, stores, and large apartment and government buildings.
Electricians (construction)	2	11,100	Rapid employment increase as construction expands and more electric outlets, switches, and wiring are needed for appliances, air-conditioning systems, electronic data processing equipment, and electrical control devices.

Occupation	Percent Women	Average Annual Openings	Employment Trends and Prospects
Painters and paperhangers	4	14,700	While most openings will be for painters, several hundred jobs for paperhangers are expected to become available yearly.
Plumbers and pipe-fitters	1	16,300	Moderate employment increase due to rising construction activity and growth of industries which use extensive pipework in their processing activities, such as chemical and petroleum refining. Also, the trends toward more bathrooms per home and more central air-conditioning will result in increased demand for these workers.
OCCUPATIONS IN TRANSPORTATION ACTIVITIES			
Air Transportation Occupations			
Flight attendants	95	8,000	Very rapid employment increase as aircraft become larger and increase in number. Many additional openings will occur as attendants transfer to other occupations. Continued fuel shortages may adversely affect employment growth.
Traffic agents and clerks	(*)	7,000	Very rapid employment increase because of the anticipated growth of passenger and cargo traffic.

* = Estimates not available.

Occupation	Percent Women	Average Annual Openings	Employment Trends and Prospects
Driving Occupations			
Local transit bus-drivers	(*)	1,600	Slow employment rise as bus service is improved and expanded in urban areas.
Local truckdrivers	(*)	46,000	Moderate employment increase because of growth in the volume of freight.
Taxi drivers	12	1,600	Slow decline in employment because of the increased use of private and rented cars and buses and subways. There will, however, be many openings each year from deaths and retirements. Transfer to other occupations will create additional openings.
INDUSTRIAL PRODUCTION AND RELATED OCCUPATIONS			
All-round machinists	3	13,100	Moderate employment growth due to rising demand for machined goods such as automobiles, household appliances, and industrial products.
Bookbinders and related workers	65	550	Moderate employment increase.
Composing room occupations	15	4,300	Slowly declining employment due to more efficient typesetting equipment. A few thousand openings are expected yearly to replace workers who retire or die.

* = Estimates not available.

Occupation	Percent Women	Average Annual Openings	Employment Trends and Prospects
Assemblers	50	40,500	Slow employment growth, but thousands of openings will occur each year from deaths and retirements in this large field.
Welders and flamecutters	6	27,200	Rapid employment increase due to growth of metalworking industries and wider use of welding.

IS THIS THE RIGHT OCCUPATIONAL CHOICE?

Sandra's Case

Sandra thinks that she would like to become a chemical engineer. Her school record looks like this:

School Record:
Point Average: 3.597
Class Rank: 10/150
Grade Record:

	9	10	11	12
English	B	A	B	A
Math	A	A	A	A
Science	B	A	A	A
Latin	B	A	-	-
Social Studies	-	B	A	A

School Activities: Baseball, National Honor Society

Outside Activities: Part-time work for last two summers in the tribe's NYC program

School Evaluation: Strong academic student. Needs to be more considerate of classmates. Recommended for college work.

Is this a good choice for Sandra? Why or why not?

Francis' Case

Francis thinks that she would like to become a construction worker. Her school record looks like this:

School Record: Point Average: 2.000
Class Rank: 75/150
Grade Record:

	9	10	11	12
English	C	D	C	C
Math	B	B	-	-
Science	C	C	-	-
Latin	-	-	D	-
Social Studies	-	C	D	B

School Activities: Basketball

Outside Work: Part-time work for past three summers in the tribes NYC program.

School Evaluation: Reliable, hard worker
Not highly recommended for college.

Is this a good career choice for Francis? Why or why not?

What else needs to be considered?

Kay's Case

Kay thinks she would like to become an English teacher. Her school record looks like this:

School Record: Point Average: 2.205
Class Rank: 95/150
Grade Record:

	9	10	11	12
English	C	C	B	C
Math	D	C	-	-
Science	C	C	-	-
Foreign Languages	-	-	-	-
Social Studies	-	C	B	B

School Activities: Choir

Outside Activities: Work after school as a cook's helper for the tribe's elderly feeding program.

School Evaluation: Industrious, extroverted, very dependable, works to the best of her ability, well liked; capable of doing college work.

Is this a good career choice for Kay? Why or why not?

What else does she need to consider?

Connie's Case

Connie thinks she would like to become a nurse. Her school record looks like this:

School Record: Point Average: 3.010
Class Rank: 27/150
Grade Record:

	9	10	11	12
English	B	B	B	B
Math	C	C	C	B
Science	A	-	A	B
French	A	B	A	B
Social Studies	-	B	B	B

School Activities: Student Council, French Club, Choir.

Outside Activities: No record of outside activities available.

School Evaluation: Conscientious, dependable, well-read. Able to do college work.

Is this a good career choice for Connie? Why or why not?

What else does she need to consider?

Arlene's Case

Arlene thinks she would like to become a medical secretary.

Her school record looks like this:

School Record: Point Average: 3.432
Class Rank: 20/150
Grade Record:

	9	10	11	12
English	B	A	B	A
Math	B	B	B	-
Science	B	A	-	-
Latin	B	A	-	-
Social Studies	-	B	A	A

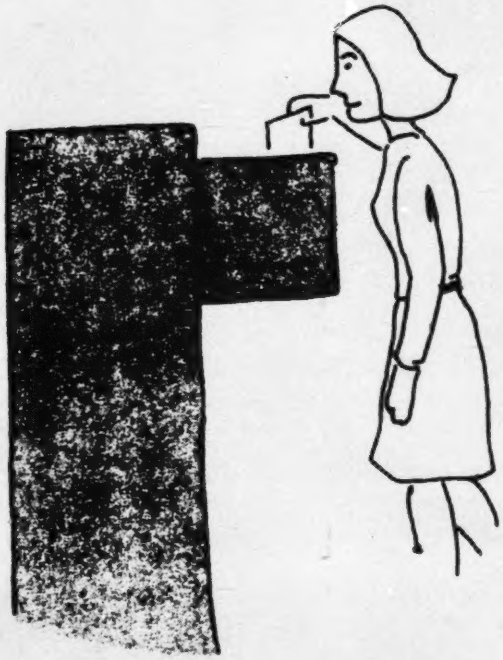
School Activities: National Honor Society.

Outside Activities: Nurses' aid in local hospital (part-time)

School Evaluation: Works consistently and intently, lacks self-confidence, very dependable.

Is this a good career choice for Arlene? Why or why not?

What else does she need to consider?



Marcia's Case

Marcia thinks that she would like to become an insurance agent.

Her school record looks like this:

School Record: Point Average: 3.39

Class Rank: 30/150

Grade Record:

	9	10	11	12
English	A	B	B	A
Math	A	A	A	A
Science	A	B	A	A
Latin	C	C	-	-
Social Studies	-	B	B	B

School Activities: Science Club.

Outside Activities: Dances in tribe's dance group.

School Evaluation: Excellent student, very industrious, reliable, quite personable.

Is this a good career choice for Marcia? Why or why not?

What else does she need to consider?

Career Opportunities Unit for Girls

by Cathaleen Finley

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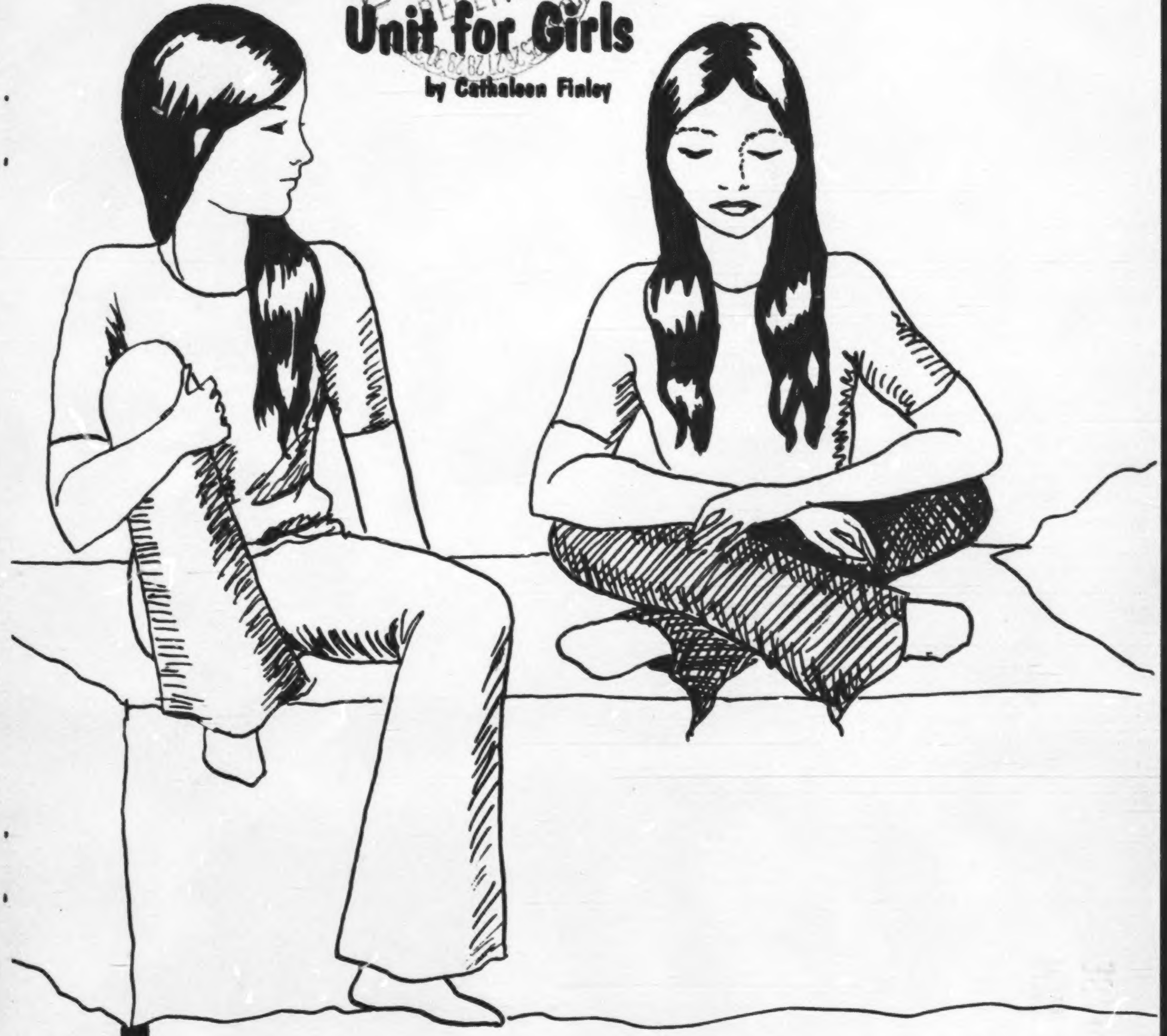

Leaders Guide

UWEX Cooperative Extension Programs
University of Wisconsin-Extension

W2GX6

Career Opportunities

Throughout this unit, the term "reference materials" is used. These reference materials are as follows:

1. Career Education Directory
2. Handbook of Job Facts
3. I Can Be Anything
4. Introduction to the University of Wisconsin System
5. Occupational Outlook Handbook
6. Opportunities through Education

Job Clusters

There are literally thousands of careers to choose from. To cover them all would be an impossible task. For purposes of this unit, two job clusters or groupings of jobs have been selected. One is a group of 15 related jobs, and the other is a group based upon school subjects. By using the clusters the girls can become acquainted with a wide variety of careers. The job clusters are on pages to 28 of Book II and Book III.

For Girls 9-11, 12-14, and 15-18 Years Old

1. Arrange for a session or two of guest speakers based upon the career cluster system.
2. Have the girls make a collage of either help-wanted ads or magazine pictures that relate to a particular job cluster.

For Girls 9-11 and 12-14 Years Old

1. Select or construct trees or treelike structures. Anchor them so

that they will stand erect.

Prepare captions to designate career clusters. Place these at the bases of the trees. Have the girls identify jobs that fall within a particular cluster and have them print the names of the jobs on small cards. Tape them like leaves on the branches of the appropriate trees.

For Girls 12-14 and 15-18 Years Old

1. Have the girls list the occupations of 20 people they know and classify them according to one of the job cluster systems.
2. Have the girls take 10 help-wanted ads from newspapers and classify them according to one of the job cluster systems.
3. Have the girls select three or four careers from each job cluster and identify the information requested in the activity "To Be A ___," which is on pages 29 to 31 of Book I and II. The girls may want to select other careers from want ads. They may use reference materials to find the necessary information.
4. Have the girls select three or four help-wanted ads. They may want to use the reference materials to research the following:

   Job cluster
   Education or training needed
   Range of salary
   High school courses needed
   Special qualifications
   Personal characteristics needed
   Supply and demand
   Chance of advancement

   Have the girls share their findings.

Asking Questions of Real Workers

Taking field trips, having guest speakers and actually interviewing workers on a one-to-one basis can be beneficial ways for girls to learn about the world of work. On all three occasions, girls should have the opportunity to ask questions.

It may be helpful to have the girls role play or practice asking questions before the actual experience. Have one girl pretend that she is the person being interviewed and have other girls ask her questions.

If the girls are to benefit as much as possible from the experience of taking field trips, having speakers, and interviewing individual workers, they must be prepared with questions.

Help the girls develop a list of questions which they might use. Following are some suggestions:

Worker Interview Questions

1. What is the name of your job?
2. What do you do on the job?
3. What do you find interesting about your job?
4. What education or special training is needed for your job? What schools did you attend?
5. What tools or special equipment do you use on your job?
6. Does your job require a lot of extra time? Do you work nights or weekends?
7. Does your work-setting appeal to you?
8. Are people with your skills generally in demand? Is the need for jobs like yours increasing or decreasing?
9. What are some qualities needed for job success?

10. What do you like about your job?
11. What do you dislike about your job?
12. Do you work alone or with others?
13. What is the usual starting salary in a job like yours?

The Guest Speaker

Inviting guest speakers to the sessions with the girls is an excellent way for them to learn about careers. Have the girls help choose the speakers and/or the subject. You might want to consider having a panel or speakers who could focus upon a particular career cluster.

Following are some questions that you might ask the speaker to discuss:

1. Describe the different jobs you have had beginning with your first employment and ending with your present job.
2. What influenced you to choose these jobs or to change jobs?
3. What training and/or experience have you had which helped you to do your present job?
4. How did you go about finding your jobs?
5. When did you decide to go into your present field of work?
6. What personal satisfactions do you get from your work?
7. What kind of experiences might help a young person find out if she would enjoy doing a job like yours?

Interviewing Workers on a One to One Basis

The girls might like to interview two or three workers in their community. Refer to suggestions in the Leader's Guide for Exploring Careers for some suggestions on this activity. It will be helpful if you can assist in arranging appointments for the interviews.

Field Trips

The field trip experience becomes a very important part of the program. As one person wrote, "One can read about working conditions; one can talk about working conditions; one can recognize and ackowledge them intellectually, one can even memorize them and retain them long enough to pass an examination. But the student who has actually seen them and heard them, felt and smelled them, has learned them emotionally as well as intellectually."

Selection

1. Have the girls decide what they want to see and what careers they want to learn more about. Their interest in careers will help determine the location of the field trip.
2. After the purpose or reason for the trip is decided, consider places where one could go. Job Service and County Extension offices are a source of ideas for places to visit.
3. Careful attention should be given as to whether the resources or potential sites to be visited are appropriate for the age and maturity levels of the group.
4. Share your ideas with the girls in the group and with the project director before making a final decision.

Planning

1. Visit the site of the trip before the actual field trip and talk with those persons in charge to be sure the objectives of the trip are well understood and all arrangements are made.
2. Arrange as far in advance as possible for appropriate transportation.
    a. Tribal vans might be used.

   b. Parents might provide transportation. If they do, be sure that the parents have insurance and have the statement regarding insurance.
   c. "Permission slips" allowing the student to participate in the field trip should be signed and kept on file.

3. Thoroughly discuss the objectives of the trip with the girls including their responsibilities, planned route, persons they will be meeting, and items to be noticed.
   a. What plans need to be made by the girls?
   b. Have the girls read about some of the occupations that they will see. They can use the reference materials to do this.
   c. What questions can be thought of ahead of time so that as much learning as possible will take place on the actual trip?

The Trip

1. Arrange for adequate supervision. Enough parents should be included to guarantee constant supervision of all girls. The type of supervision necessary depends on the age level of the girls as well as the type of site visited.
2. Make sure that all girls can see and hear during the tour. It may be necessary to tour in very small groups when visiting an industry using large noisy machinery.
3. Remember that the primary purpose of a field trip is to give the girls an opportunity to experience (see, hear, feel, smell) as much as possible the environment in which they may work if they choose one of the occupations observed.

4. After returning to the community, the girls should discuss what they observed. Discussion may include the types of abilities, interests, and training necessary for certain occupations, the nature of working conditions to expect, etc.
5. Be sure to send a thank-you letter to the host of the tour.

Various Learning Experiences

Following are a variety of learning experiences which should help girls enhance their knowledge of the world of work.

For Girls 9-11, 12-14, and 15-18 Years Old

1. Ask the girls if they can describe the occupations in the left hand column. After they guess, give them the answers which are in the right hand column.

   How many girls described the occupations correctly? Point out that there are thousands of different occupations or careers and that this unit will give them a chance to explore some of them.

	Occupation	Description
1.	Back Washer	Tends machines that wash textiles
2.	Frog Shaker	Shakes cured tobacco to separate leaves
3.	Banana Spotter	Works with molds in plastics industry
4.	Car Whacker	Prepares railroad cars for loading
5.	Bank Boss	Supervises dredging operations
6.	Kiss Setter	Shapes and wraps candy kisses
7.	Jogger	Aligns edges of piles of printed or blank paper
8.	Hand Shaker	Shakes dirt from peanut vine
9.	Bead Builder	Builds rubber tire beads
10.	Tie Puller	Operates machine that compresses and binds loose materials together

For Girls 9-11 Years Old

1. On poster board, draw a map of your community. Have the girls identify and mark all the places where people work. Have the girls discuss the kinds of work that people do at those places.
2. Have the girls draw pictures of the different hats which workers wear. Some workers are: nurses, policemen, soldiers, and construction workers. The girls can think of others. Next have the girls discuss what each of the workers does.
3. Call off to the girls a word representing a natural resource. Then have the girls name all the occupations they can think of that are involved in that occupation. As an example, for the resource tree, the girls might name logger, tree farmer, nursery man, logging truck driver, sclaer, orchard farmer, etc. For the word wheat, girls might name seed store clerk, farmer, miller, baker, spaghetti maker, etc.
4. Invite the girls to help you make a life-size drawing of a girl about their age. Ask the girls to think of every occupation that in some way helps a person of their age, such as dentist, grocer, shoe salesperson, etc. Guide the girls in labeling the appropriate parts of the figures with the names of the suggested occupations. Use the reference materials to learn more about some of the occupations.
5. Have the girls draw or cut out pictures of a variety of bags that might be used in various occupations. Choices might include paper bags, suitcases, back packs, parachutes, doctor's black bag, attache case, lunch box, grain or feed bags, and plastic dry-cleaning bags. The girls could then select one or more of the bags and write brief descriptions of various occupations that make use of such a bag.

Use the reference materials to learn more about some of the occupations.

6. Show the girls a variety of ordinary objects—a piece of rope, a piece of cloth, a chair, a cot, a long wooden stick, a toy car—that children can use in a fantasy game.

   Have the girls join you in an "imagination stretching" game. Hold up an object, perhaps a piece of rope, and say, "That reminds me of several people who do special jobs."

   Tell the girls that the rope reminds you of several jobs, such as a cowgirl catching a horse, or a sailor tieing up her ship. See what the girls can think of.

   Have the girls bring objects from home and try guessing about them.

7. Pass an old, well-worn dollar bill around the room. Have the girls join you in an imaginary trip backward in time to see where the dollar has been. Have them close their eyes and try to "see" the people who have "owned" the bill at various times. Your story might go something like this:

> "I got my dollar as change from the cashier at the grocery store. The cashier got the dollar from a boy who bought some apples. The boy got the dollar from a newpaper distributor who pays the boy to run a paper route. The newspaper distributor got the dollar from a bank teller who cashed his pay check. The bank teller got the dollar from the loan department. The loan department got the dollar from a doctor who made a payment on his car loan. The doctor got the dollar from a patient who owns a bookstore. The patient got the dollar from a librarian who bought a book. The librarian got the dollar when she cashed her pay check at the bank. The bank got the dollar from the U. S. Treasury Department. The U. S. Treasury Department made the dollar on a printing press."

Include as many occupations as possible in the imaginary trip. Following the story, have the girls help you list the occupations or careers of the people who exchanged the dollar.

Divide the girls into groups of three or four. Give each group a one dollar bill and have the girls create an imaginary trip into the future for their bill. Encourage them to think of new occupations and careers for the dollar to meet, and to role-play each person receiving and spending the dollar. For example, one girl might give the dollar to a dentist to pay for pulling a tooth. The dentist might spend the dollar on a haircut. The barber might use the dollar to buy a pair of shoes. The shoe salesperson . . . and so forth. The girls might like to use props. As each presentation is made, list on the chalkboard all the careers that are depicted.

8. Have the girls make their own "bags." Ask them to go through old magazines and clip out numerous pictures representing careers they might like and careers they might dislike.

   Demonstrate to the girls how they might paste the pictures representing their likes on the outside of a paper bag and those representing their dislikes on the inside. Show them how to cut "eyes" into the bag to make a mask. Explain that the careers they like will be in full view of everyone and that those they dislike will be hidden inside the bag. Their dislikes will be secret unless they choose to let a friend "put on the bag" to see what is inside.

   Help the girls make their bags. Perhaps you will want to make one of your own to encourage participation.

   When the bags are finished, hold a "career parade" in which the girls move around the room inspecting their friends' creations and talk about their career fantasies.

9. Have the girls select their favorite current career interest and describe it for the group. Where will they work? What responsibil-

ities will they have? How much and what kind of training will they need? What aspects of the career appeal to them most? You might help them to use the reference materials to answer some of these questions.

Have the girls draw pictures of themselves doing their kind of work.

You might have each girl write up a short description of the abilities, personal traits, and education or training required for the occupation she has chosen.

10. Divide the girls into several small groups. Each group is to select a product—a loaf of bread, a book, a pair of shoes, a candle, or whatever—and trace the steps in the production and distribution of the commodity. Work with the members of each group as they identify the stages of manufacturing, from raw materials to product, and the stages of distribution. Guide them in developing a list of occupations involved in carrying out these processes.

    The girls might like to make a display showing what they have found out.

    Don't worry if all occupations in the process are not included. The important thing is to help girls think about the many types of careers which are available to them.

11. Have the girls draw pictures showing a woman working in the job they think they like best.

12. Have the girls write a story about the job they think they like best.

13. Have the girls role play some jobs they think they like.

14. Have the girls make a collage of women workers. They can cut

from magazines pictures of women doing different jobs. They may use reference materials to elaborate on the various jobs.

For Girls 12-14 Years Old

1. Have the girls make a "Me Box." Encourage the girls to be as inventive as possible. They could cover a cardboard box with pictures, sketches, and slogans cut from magazines that represent some significant aspects of their personality, activities, and special interests, or they could draw their own pictures. They could save one side of the box for "prediction" pictures—pictures of possible future careers.
2. Have the girls write a short "news" article for a newspaper, a poem, or a short story to describe a career. They can use the reference materials to get ideas.
3. Have the girls make a collage, using their own drawings or magazine clippings showing different aspects of a career. For example, what kind of preparation will they need? What are the working hours, working conditions, opportunities for creativity or advancement? They can use the reference materials to get ideas.
4. Have the girls identify things which tribal members used to make for themselves, such as clothing, fishing spears, canoes, or homes. Next, discuss with the girls how such things are made today. What kind of workers make such things today?

   A follow up to this discussion might be a field trip to a manufacturing plant. If there is a construction site in the area, the girls might take a field trip to learn about all the kinds of careers which are involved in creating a building. Examples of careers related to building are those of architects, engineers, plumbers, carpenters, and masons.

This learning experience should help girls see how a changing world affects the kind of work one can do, and how jobs are interrelated.

5. Have the girls investigate various careers that interact when a consumer decides to purchase "on time" an expensive item, such as a car. Have the girls identify some of the general occupational areas involved in such an event. Some examples are the bank or finance company, car dealer, insurance agency, and state motor vehicle department. Each girl might then select one or two specific occupations and learn more about it/them by using the reference materials. The girls might like to put on a skit showing the role of each employee who helped with the transaction.

6. As a way to study health-oriented occupations, the girls might imagine that a person was injured in an accident. The girls might use the reference materials to learn about careers which would be involved in the care and treatment of the patient. They might use the information for a skit, a play, or a mock television program. Make sure the girls don't stop at information about the nurse and doctor, but think of physical and occupational therapists, the paper work, etc.

7. People with the same training and the same job can work in many different places. For example, a cook can work in a school, restaurant, factory, or hotel, in the same of a different geographic location. Have the girls discuss other examples of this idea. They might like to make a poster to illustrate this.